DOCUMENT RESUME

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AUTHOR	Brandhorst, Ted, Ed.
TITLE	ERIC Clearinghouse and Support Contractor Publications, 1999. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1999.
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SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
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IDENTIFIERS	*ERIC; ERIC Clearinghouses; Resources in Education

ABSTRACT

This annotated bibliography of ERIC clearinghouse and support contractor publications covers 248 documents announced in RIE (Resources in Education) from January through December 1999. The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by clearinghouse, and within each clearinghouse section documents are listed in accession number order. The introduction to the bibliography provides information on the ERIC system, ERIC abstract journals, ERIC clearinghouse and support contractor publications, bibliographies of these publications, the organization of this bibliography, availability of ERIC clearinghouse and support contractor publications, adjunct ERIC clearinghouses, ACCESS ERIC, and AskERIC, as well as a sample document resume and a statistical summary of ERIC publications by clearinghouse by year (1968-99). Subject, personal author, and institution indexes are provided. Appendices include: document resumes for adjunct ERIC clearinghouse, ERIC support contractor, and ERIC Program Office publications; a directory of ERIC network components; and an ERIC Document Reproduction Service order form. (MES)

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ED 445 690

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Clearinghouse and Support Contractor Publications

1999

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Educational Resources Information Center (ERIC)

Clearinghouse and Support Contractor Publications, 1999

An Annotated Bibliography of Digests, Information
Analysis Products, and Other Major Publications
of the ERIC Clearinghouses and Support Contractors
Announced in *Resources in Education* (RIE)
January-December 1999

July 2000

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Editor

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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education.

The ERIC database, the world's largest source of education information, contains more than 1,000,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, World Wide Web, and America Online. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1000 documents. RIE is published by the U .S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CIJE) is a monthly index journal that cites journal articles from over 1000 education periodicals/serials. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue of CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.

ERIC Clearinghouse and Support Contractor Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse and Support Contractor Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse and other support contractor publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twenty-eighth bibliography in the series. All items in the series to date are listed below.

	Accession Number of Bibliographies	Pages	Period Covered	Number of Items
1.	ED-029 161	24 p.	FY 1968	149
2.	ED-034 089	34 p.	FY 1969	240
3.	ED-041 598	47 p.	FY 1970	366
4.	ED-054 827	54 p.	FY 1971	416
5.	ED-077 512	55 p.	FY 1972	415
6.	ED-087 411	74 p.	FY 1973	396
7.	ED-126 856	144 p.	FY 1974-75	534
8.	ED-168 608	168 p.	FY 1976-1977 (through Dec. 1977)	600
9.	ED-180 499	74 p.	JAN-DEC 1978	211
10.	ED-191 502	58 p.	JAN-DEC 1979	159
11.	ED-208 882	64 p.	JAN-DEC 1980	176
12.	ED-224 505	72 p.	JAN-DEC 1981	173
13.	ED-237 098	61 p.	JAN-DEC 1982	181
14.	ED-246 919	52 p.	JAN-DEC 1983	117
15.	ED-261 711	61 p.	JAN-DEC 1984	142
16.	ED-271 125	62 p.	JAN-DEC 1985	176
17.	ED-283 535	89 p.	JAN-DEC 1986	229
18.	ED-295 685	86 p.	JAN-DEC 1987	239
19.	ED-308 881	90 p.	JAN-DEC 1988	284
20.	ED-321 774	82 p.	JAN-DEC 1989	256
21.	ED-335 060	120 p.	JAN-DEC 1990	355
22.	ED-348 053	96 p.	JAN-DEC 1991	262
23.	ED-358 865	87 p.	JAN-DEC 1992	275
24.	ED-369 420	111 p.	JAN-DEC 1993	267
25.	ED-394 527	69 p.	JAN-DEC 1994	211
26.	ED-395 595	73 p.	JAN-DEC 1995	213
27.	ED-411 872	77 p.	JAN-DEC 1996	223
28.	ED-431 410	86 p.	JAN-DEC 1997	248
29.	ED-433 026	80 p.	JAN-DEC 1998	224
30.	ED-XXX XXX	86 p.	JAN-DEC 1999	248
			TOTAL (1968-1999)	7,985

This bibliography covers the calendar year period from January through December 1999. It lists a total of 248 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than Clearinghouses, have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse and Support Contractor Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse's scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of ten Adjunct ERIC Clearinghouses: Child Care; Clinical Schools; Entrepreneurship Education; ESL Literacy Education; International Civic Education; Law-Related Education; Postsecondary Education and the Internet; Service-Learning; Test Collection, and U.S.-Japan Studies. During 1999, some of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.

ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.

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Ready Reference #3
Revised September 1998

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

ED 654 321 CE 123 456

Clearinghouse Accession Number

Author(s)

Butler, Kathleen *Smith, B. James*

Title

Career Planning for Women.

Institution. (Organization where document originated.)

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report No. — ISBN-0-3333-5568-1; OERI-91-34

Report Number—assigned by originator.

Date Published

Pub Date —1992-05-00

Contract or Grant Number

Contract — RI900000

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).

Descriptive Note (pagination first).

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95).

Alternate source for obtaining document

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Language —English, Spanish

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992

Journal Citation

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

EDRS Price—MF01/PC02 Plus Postage.

Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)

Informative Abstract

Abstractor's Initials

ERIC PUBLICATIONS [1]
STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1999)

CH	FY '68	FY '69	FY '70	FY '71	FY '72	FY '73	FY '74-'75	FY '76-DEC '77	JAN-DEC '78	JAN-DEC '79	JAN-DEC '80	JAN-DEC '81	JAN-DEC '82	JAN-DEC '83	JAN-DEC '84	JAN-DEC '85	JAN-DEC '86	JAN-DEC '87	JAN-DEC '88	JAN-DEC '89	JAN-DEC '90	JAN-DEC '91	JAN-DEC '92	JAN-DEC '93	JAN-DEC '94	JAN-DEC '95	JAN-DEC '96	JAN-DEC '97	JAN-DEC '98	JAN-DEC '99	TOTAL
AC	24	16	20	28	20	16																									124
AL	2	7	11	11																											31
CE							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	26	27	19	29	24	28	31	39	464
CG	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	34	10	28	8	35	8	19	4	436
CS						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	23	21	19	26	12	14	7	22	545
EA	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	23	13	12	12	10	23	10	12	637
EC	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	21	17	11	12	8	1	20	12	677
EF	1	19	16																												36
EM	7	8	11	8	14	16																									64
FL	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	21	11	28	21	26	13	21	12	22	481
HE		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	20	16	17	10	10	19	16	9	479
IR							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	36	16	15	11	16	14	15	14	391
JC	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	8	11[3]	9	11	15	15	19	15	520
LI		2	7	9	14	8																									40
PS	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	10	19	15	14	16	32	12	25	471
RC	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	17	13	6	10	11	13	7	17	407
RE	16	19	15	9	5																										64
SE	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	4	25	9	8	4	13	6	11	528
SO				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	12	10	11	10	15	9	24	12	334
SP		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	10	15	9	5	8	8	8	9	349
TE	3	7	32	24	26																										92
TM				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	12	6	18	11	11	9	2	10	6	13	4	13	240
UD	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	9	17	8	11	20	17	14	12	417
VT	11	18	30	39	42	18																									158
TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229[2]	239	284	256	355	262	275	267	211	213	223	248	224	248	7985

AC (Adult Education); **AL** (Linguistics); **CE** (Adult, Career, and Vocational Education); **CG** (Counseling and Student Services); **CS** (Reading, English, and Communication); **EA** (Educational Management); **EC** (Disabilities and Gifted Education); **EF** (Educational Facilities); **EM** (Educational Media and Technology); **FL** (Languages and Linguistics); **HE** (Higher Education); **IR** (Information and Technology); **JC** (Community Colleges); **LI** (Library and Information Sciences); **PS** (Elementary and Early Childhood Education); **RC** (Rural Education and Small Schools); **RE** (Reading); **SE** (Science, Mathematics, and Environmental Education); **SO** (Social Studies/Social Science Education); **SP** (Teaching and Teacher Education); **TE** (Teaching of English); **TM** (Assessment and Evaluation); **UD** (Urban Education); **VT** (Vocational and Technical Education)

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[1] i.e., Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.
[2] Digests (2 page publications) routinely included in RIE for first time in 1986.
[3] Does not include 8 older Digests announced during 1993.

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

Page
CE – Adult, Career, and Vocational Education 1
CG – Counseling and Student Services 9
CS – Reading, English and Communications. 10
EA – Educational Management .14
EC – Disabilities and Gifted Education. 16
FL – Languages and Linguistics 18
HE – Higher Education. 22
IR – Information & Technology 25

Page
JC – Community Colleges 27
PS – Elementary & Early Childhood Education 30
RC – Rural Education and Small Schools. 36
SE – Science, Mathematics, & Environmental Education 40
SO – Social Studies/Social Science Education. 41
SP – Teaching & Teacher Education. 44
TM – Assessment and Evaluation 46
UD – Urban Education. 48

CE

ED 421 638 CE 076 888
Wagner, Judith O.
Adult, Career, and Vocational Education: An Internet Guide. ERIC Digest No. 196.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-196
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, Adult Literacy, Annotated Bibliographies, *Career Education, Clearinghouses, Directories, Distance Education, Education Work Relationship, Educational Research, Employment Opportunities, *Information Sources, *Listservs, Literacy Education, National Organizations, Nonprofit Organizations, Occupational Information, Postsecondary Education, Professional Associations, Public Agencies, Secondary Education, Statistical Data, Student Financial Aid, Training, *Vocational Education, *World Wide Web
Identifiers—ERIC Digests

This ERIC Digest is an annotated list of 40 websites and listservs devoted to adult, career, and vocational education. The following websites and listservs are included: six ERIC sites (ACCESS ERIC; AskERIC; the Education Resource Organizations Directory; the ERIC Clearinghouse on Adult, Career, and Vocational Education; ORYX Press/Current Index to Journals in Education Source Journal Index; and Adjunct ERIC Clearinghouse on Consumer Education); two government-related sites (National Center on Education Statistics and U.S. Department of Education, Office of Vocational and Adult Education); four adult education-related sites (including AEDNET, American Association for Adult and Continuing Education, and the Internet Directory of Literacy and Adult Education Resources); five literacy-related sites (including the National Center for Family Literacy and Ohio Literacy Resource Center); three distance education-related sites (including the Distance Education Training Council); six vocational education-related sites (including the American Vocational Association and the Skill Standards Network); five training-related sites (including the American Society for Training and Development and the Employment and Training Administration); three job-information-related sites (America's Job Bank; Career Development and Job Search Resources on the Internet; and Occupational Outlook Handbook); two sites related to school-to-work (Florida School-to-Work Information Navigator, National School-to-Work Office); and five sites related to financial aid and school directories. (MN)

ED 421 639 CE 076 889
Imel, Susan
Technology and Adult Learning: Current Perspectives. ERIC Digest No. 197.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-197
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Educators, *Adult Learning, Computer Uses in Education, *Delivery Systems, Educational Needs, Educational Practices, Educational Principles, *Educational Technology, Educational Trends, *Integrated Curriculum, *Teacher Role
Identifiers—ERIC Digests

When considering the role of technology in adult learning, adult educators must determine how to respond to technology and exploit it without diminishing the learning experience. Four approaches to integrating technology into adult learning are currently being used: technology as curriculum (adults not only learn content through technology but also learn about technology itself); technology as a delivery mechanism (technology becomes the means for instructional delivery); technology as a complement to instruction (technology is used to complement instruction and extend learning); and technology as an instructional tool (technology is integrated into instructional activities). How technology can be structured to capitalize on the characteristics of adult learners must be considered as well. Like any other instructional tool, technology can either serve to perpetuate poor education practice or become a means for transforming learning. Although technology can enhance adult learning for many reasons, it does not promote learning in and of itself. Part of using technology effectively is understanding what adults want in the learning environment when technology is used. Adult educators can no longer afford to ignore the educational applications of technology; however, they must ensure that the focus remains on the learning and not the technology. (Contains 11 references) (MN)

ED 421 640 CE 076 890
Brown, Bettina Lankard
Service Learning: More than Community Service. ERIC Digest No. 198.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-198
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Development, *Career Education, *Education Work Relationship, *Educational Benefits, *Educational Objectives, Educational Principles, Educational Trends, Elementary Secondary Education, Postsecondary Education, Public Service, Role of Education, *Service Learning, Trend Analysis
Identifiers—ERIC Digests

Service learning contextualizes student learning and provides an environment in which students can acquire organizational, team, problem-solving, and other skills and attitudes necessary for future work and learning. Although service learning has been classified as a form of work-based learning, students participating in service learning receive no financial reward. Like school-to-work efforts, service learning connects students to their communities through work force participation, promotes a learning approach through which students apply academic and vocational skills and knowledge to real life/work situations, and is based on the belief that students learn best when actively engaged in the learning process. Besides expanding students' knowledge and skills for employment, service learning also offers personal benefits for students, including increased self-confidence, competence, and empathy for others. When integrated with community development, service learning has the potential of awakening student interest in community issues. It offers teachers an opportunity to implement educational reform strategies emphasizing student-centered contextual learning, and it affords teachers a way to teach values, morals, and ethics. Service learning is not just for elementary and secondary students; for example, the University of Louisville is piloting a service learning program for professional development of preservice teachers. (Contains 14 references) (MN)

ED 421 641 CE 076 891
Kerka, Sandra
Career Development and Gender, Race, and Class. ERIC Digest No. 199.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-199
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Theories, Career Choice, *Career Development, *Career Education, Educational Research, Educational Theories, Ethnic Groups, *Racial Differences, *Sex Differences, *Social Class, Social Science Research, *Theory Practice Relationship, Trend Analysis, Vocational Maturity
Identifiers—ERIC Digests, *Salience

Many theories of career development are derived from theories of personality; however, broader perspectives on career development are being built on emerging research focused on gender, race, ethnicity, and social class. The main career development theories are as follows: trait and factor theories (which assumes the possibility of matching individual traits to occupational requirements); life-span theories (which take a long-term developmental perspective); and social cognitive career theory (which identifies the interaction of personal attributes, external environmental factors, and behavior in career decision making and focuses on the influence of self-efficacy beliefs and outcome expectations). Researchers are beginning to reexamine all three theories in terms of two concepts: career maturity (the readiness to make appropriate career decisions) and salience (the value individuals place on life roles). This research is suggesting that career choice and development are influenced by multiple factors, including experiences of sexism, racism, and classism and the salience of various life roles and identity. Recommendations include the following: career counseling should take place within the cultural context; race and ethnicity must be considered in interaction with gender and class; and a more global, inclusive perspective to career development across the life-span is needed. (Contains 14 references) (MN)

ED 422 478 CE 076 997
Brown, Bettina Lankard
Learning Styles and Vocational Education Practice. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Cognitive Style, *Educational Practices, Educational Research, Educational Theories, Learning Processes, Secondary Education, *Student Evaluation, *Theory Practice Relationship, *Vocational Education

Learning styles and the creation of effective learning environments are of emerging significance in education as the changing nature of work requires higher-order thinking skills. Although learning style may be simply defined as the way people come to understand and remember information, the literature is filled with more complex definitions of the term that tend to reflect the perspectives of different learning styles inventories. Learning style patterns are also defined in various ways. For example, they may be categorized according to perceptual, cognitive, and affective dimensions. The perceptual dimension of learning is influenced by physical and sensory elements that reflect the body's response to external stimuli. Cognitive styles of learning are learners' ways of receiving, storing, processing, and transmitting information. The affective dimension of learning encompasses all aspects of personality, with personality dictating how an individual acquires and integrates information. Finding ways to address different students' learning styles is a challenge. Vocational educators have a history of varied instructional practices through their promotion of hands-on learning and knowledge transfer. The advent of constructivism has expanded this tradition. A number of techniques that vocational educators can use to promote concepts of brain-based learning have been identified. (Contains 13 references) (MN)

ED 422 495 CE 077 020
Catri, Deborah Bingham
Vocational Education's Image for the 21st Century. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-188
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Available from—ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Community Attitudes, *Educational Attitudes, *Marketing, Postsecondary Education, Public Opinion, *Public Relations, Secondary Education, Strategic Planning, *Vocational Education
Identifiers—*Educational Marketing, ERIC Digests

Because of its pervasive "image problem," vocational education (VE) is not being given high priority by leaders of the new vocational education school reform movement and it is being forced to compete against others in the arena of education for a shrinking student population and scarce resources. Like other service industries, VE has much to gain from capitalizing on the benefits of a comprehensive marketing approach. For a number of years, marketing professionals have urged vocational educators to get serious about image building. Among their suggestions for marketing VE are the following: work to position VE as the leader in occupational training; develop a very aggressive marketing campaign with major messages that change present perceptions; emphasize VE's role as a viable alternative that can in fact lead to completion of an undergraduate degree; replace occasional bursts of marketing with strategic marketing planning conducted on a regular, long-term basis; and keep strategic marketing plans fluid. Marketing has a major role to play in developing a positive response to VE. Regardless of the level or specific VE institution involved, the basic marketing approach remains the same: it requires an internal marketing effort, strategic plan, and fully committed administration. (Contains 12 references.) (MN)

ED 423 420 CE 077 202
Hopey, Christopher E., Ed.
Technology, Basic Skills, and Adult Education: Getting Ready and Moving Forward. Information Series No. 372.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.; National Center on Adult Literacy, Philadelphia, PA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—122p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 372, $10.50; quantity discounts available).
Pub Type— Collected Works - General (020) — ERIC Publications (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Education, *Adult Educators, Adult Learning, Computer Software Evaluation, *Computer Uses in Education, Distance Education, Educational Finance, Educational Planning, *Educational Technology, Internet, Public Policy, Staff Development

This monograph is designed to be used as a complete volume or as a set of papers that can be referenced separately. The monograph is organized into two sections. Section I: "Getting Ready" is designed to help educators get started, plan for, and integrate technology into adult education. The five papers in this section are as follows: "Making Technology Happen in Adult Education" (Christopher E. Hopey); "Planning and Funding for Technology" (Hopey); "Making the Right Choice: Software Evaluation" (Hopey); "Integrating Technology into Adult Learning" (Lynda Ginsburg); and "Recommendations for Using Technology in Adult Education" (Hopey). Section II: "Moving Forward," contains six papers that address the following topics: "Adult Learning Theory: An Argument for Technology" (Regie Stites); "Technology in Adult Education Programs" (Terilyn C. Turner); "Using Technology for Assessment in Adult Learning" (John P. Sabatini); "Distance Learning and Adult Basic Education" (John Fleischman); "The Internet and Adult Educators" (David Rosen); and "Adult Learning, Technology, and Public Policy" (Mary Lovell). The monograph contains a list of 12 national adult education agencies, including their website addresses, and 85 references. (SK)

ED 423 421 CE 077 203
Lewis, Theodore
Toward the 21st Century: Retrospect, Prospect for American Vocationalism. Information Series No. 373.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—59p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 373, $7; quantity discounts available).
Pub Type— Information Analyses (070) — ERIC Publications (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Economic Change, *Education Work Relationship, *Educational Change, Integrated Curriculum, *Job Skills, Job Training, Postsecondary Education, Role of Education, Secondary Education, Technological Advancement, *Vocational Education
Identifiers—Global Economy, High Performance Work Organizations

The new vocationalism arising out of 1980s educational reforms caused a resurgence of interest in high school vocational education and in the integration of academic and vocational education. The dominant economic motive of the new vocationalism has found expression in the 1990s school-to-work movement. These reform efforts signal the triumph of Dewey's progressive philosophy of education. The forces that have shaped this philosophical transformation include a global economy and the changing nature of skill, work, and jobs. Both secondary and postsecondary educational systems are being challenged by these changes. Although in-company training is increasingly popular, two- and four-year institutions are better suited for the delivery of much-needed training in literacy. Infusing vocational curriculum with academic knowledge can provide the kind of flexibility desired in the modern worker. Possibilities for reconfiguring high school vocational education include the following: (1) detracking of the curriculum; (2)emphasis on standards over subject disciplines; (3) situated cognition; (4) work experience as school; and (5) community service as an important form of work. Postsecondary institutions are advised to focus on the increasing demand for combined literacy and job training, curriculum reform to respond to technological change, and the needs of new clients such as reverse transfer students and hard-to-reach populations. (Contains 141 references) (SK)

ED 423 422 CE 077 204

Taylor, Edward W.

The Theory and Practice of Transformative Learning: A Critical Review. Information Series No. 374.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—90p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 374, $9.75; quantity discounts available).
Pub Type— Information Analyses (070) — ERIC Publications (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Development, Adult Education, *Adult Learning, *Educational Theories, Experiential Learning, Individual Development, *Social Cognition, *Transformative Learning, *World Views
Identifiers—Mezirow (Jack)

The theory of transformative learning, the process of making meaning of one's experience, emerged from the work of Jack Mezirow and has been explored through numerous research studies and critiques over the last 20 years. The purpose of this monographic is to provide greater insight into the transformative learning theory. The paper begins with an overview of transformative learning theory, including Mezirow's notion of rational transformation, Robert Boyd's concept of individuation, and Paulo Freire's view of social transformation. The literature review explores seven unresolved issues: individual change versus social action, decontextualized view of learning, universal model of adult learning, adult development—shift or progression, rationality, other ways of knowing, and the model of perspective transformation. Reflective notes in each section illustrate the application of theory to the practice of fostering transformative learning. The review identifies gaps and areas of controversy in Mezirow's work as well as research findings that attempt to broaden the theory. The third section outlines the essential conditions and techniques for fostering transformative learning and roles and responsibilities of educators and learners. One appendix organizes sources in the literature relevant to specific teaching-learning techniques; a second appendix outlines the purposes and salient results of 46 research studies. The paper contains 104 references. (SK)

ED 423 426 CE 077 218

Imel, Susan

Transformative Learning in Adulthood. ERIC Digest No. 200.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-200
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, *Educational Practices, *Educational Theories, *Learning Processes, Learning Theories, Student Role, Teacher Role, Teacher Student Relationship, *Theory Practice Relationship, *Transformative Learning
Identifiers—Boyd (Robert D), ERIC Digests, Mezirow (Jack)

Jack Mezirow's theory of transformative learning has evolved into a description of how learners learn by integrating new knowledge with their existing knowledge, beliefs, and experiences. Centrality of experience, critical reflection, and rational discourse are three common themes in Mezirow's theory, which is based on psychoanalytic theory and critical social theory. Numerous critical responses to Mezirow's theory of transformative learning have emerged over the years. Robert Boyd, for example, has developed a theory of transformative education based on analytical psychology. Whereas Mezirow's view of transformative learning emphasizes critical reflection and rational discourse, Boyd's emphasizes intuition and emotion. It has been suggested that no single mode of transformative learning exists and that differences in learning contexts, learners, and teachers all affect the experiences of transformative learning. Whether transformative learning is approached as a consciously rational process or through a more intuitive, imaginative process, practitioners seeking to foster a learning environment conducive to transformative learning must consider the following factors: role of the teacher, role of the learner, and role of the rational and affective. Although transformative learning may not always be a goal of adult education, all adult educators should at least strive to understand it. (Contains 11 references) (MN)

ED 423 427 CE 077 219

Brown, Bettina Lankard

Career Development: A Shared Responsibility. ERIC Digest No. 201.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-201
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Career Awareness, *Career Development, *Career Education, *Education Work Relationship, *Employer Employee Relationship, *Employment Patterns, Technological Advancement, Work Environment
Identifiers—ERIC Digests

The changing workplace has altered workers' roles and forced them to assume primary responsibility for their own career development. Continued employment is increasingly being tied to lifelong learning and ongoing skill development. Just as workers are recognizing the need to ensure their marketability to employers, so too are employers facing increased pressure to make their organizations attractive to workers. Today's workers must be entrepreneurial. They must function as free agents, marketing themselves and the skills they can offer to the employers who serve as their "customers." Career development, although continuing to focus on career awareness, exploration, and development, must be updated to include strategies for employment in the 21st century. Career awareness must be transformed from a preemployment activity to a process that remains ongoing throughout employment. Career awareness efforts must highlight the new role of workers as free agents who are responsible for developing and marketing their skills. Career exploration practices must highlight career management skills. The Internet offers another tool for career planning. It is useful for "educating yourself on job searches and career transitions, researching prospective employers, tracking trends, making contacts with other people, and identifying and generating professional opportunities" (Koonce 1997). Career development practices must reflect the employment trends and practices of the workplace and support individuals in their efforts to develop the knowledge, skills, and behaviors that will enable them to be successful. (Contains 17 references) (MN)

ED 423 428 CE 077 220

Kerka, Sandra

Volunteering and Adult Learning. ERIC Digest No. 202.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-202
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, Educational Opportunities, *Learning Processes, Organizational Climate, *Voluntary Agencies, *Volunteer Training, *Volunteers
Identifiers—ERIC Digests, *Learning Organizations, *Volunteer Management

Like adult education, the field of volunteer management shows increasing movement toward professionalization. The establishment of standards—both for the profession of volunteer management and for volunteer service itself—is generating debates similar to adult educators' debates over purposes and objectives. The types of learning that occur in volunteer settings cross the spectrum of adult learning and include the following: instrumental learning, problem solving, experiential learning, empowerment, formal education and training, informal and incidental learning, and self-directed learning projects. Because much of volunteers' learning occurs beyond managerial control, volunteer managers may need to focus on how their organizational culture supports learning. Volunteering holds great potential for adult learning, even if the connections are not always explicit. Adult educators can help improve the quality of learning through the volunteer experience in the following ways: advocate a broader view of learning that goes beyond courses and workshops to include mentoring, peer support, and information needs; share with volunteer managers current knowledge about self-directed learning, program development, and assessment of adult learners; and provide greater recognition and support for informal learning by increasing individuals' capacity for critical reflection, enabling them to recognize and document their volunteer activities as learning experiences. (Contains 15 references) (MN)

ED 423 429 CE 077 221

Brown, Bettina Lankard

Family Literacy: Respecting Family Ways. ERIC Digest No. 203.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-203
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Community Influence, Context Effect, *Educational Environment, Educational Needs, Empowerment, Family Environment, *Family Influence, Family Life, *Family Literacy, *Family School Relationship, Functional Literacy, *Literacy Education, Power Structure, Workplace Literacy
Identifiers—ERIC Digests

Family literacy programs must acknowledge the family as the primary place of learning, and developers of family literacy programs and curricula must focus on the family unit as a whole, building upon the cultural and knowledge capital of the entire family and acknowledging gender and age power relationships within the family. Educators must redefine the relationship of literacy to poverty and socioeconomic status and acknowledge that families who lack English proficiency can offer other family members their languages, multiple approaches to literacy, and ability to deal with life events. Most educational approaches to family literacy recognize parents as a child's most important teachers but fail to recognize the value of literacy transmission from adult to adult, child to adult, or sibling to sibling that occurs in various community cultures. When designing programs and curricula, family literacy practitioners must realize that power issues, particularly those that are education related, can influence a family's literacy practices. Practitioners must also determine how the workplace fits into families' lives. Family literacy programs must be centered in the context of family literacy's real-world application in the home, and they must draw on the experiences and strengths of the families being served. (MN)

ED 424 400 CE 077 323

Brown, Bettina Lankard

Academic and Vocational Integration. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Education, Curriculum Development, *Education Work Relationship, Employment Potential, *Integrated Curriculum, Postsecondary Education, Secondary Education, Skills, *Staff Development, *Tech Prep, *Vocational Education

This newsletter attempts to clarify the importance of academic and vocational integration in relation to emerging pedagogy, teaching and learning practices, and school-to-work efforts. One misconception about academic-vocational integration is that new theories overshadow its value. However, current research on teaching and learning supports a constructivist pedagogy and strategies for implementing constructivism reflect the philosophy on which academic and vocational integration is based. Another myth is that integration is losing ground to school-to-work and tech prep programs. In reality, these programs provide ways to enhance integration. Tech prep with a strong applied academic focus is grounded in an integrated, authentic, and highly relevant core curriculum. School-to-work efforts extend integration beyond subject area connections to include workplace experiences that afford social integration. To implement curriculum integration in the classroom, teachers require continuing education and skill development. Externships afford them opportunities to learn how academic and vocational concepts are applied on the job and ways to tie curriculum to the broader social purposes of the community. A third misconception is that academic/industry standards drive integration. Attention to generic transferable skills is consistent with vocational education's continued interest in preparing students for the workplace. Academic skills must reflect a person's ability to know and to relate learning to work applications; their measurement must be related to industry standards. In its effort to develop a coordinated set of competencies linked to academic, employability, and occupational standards, Ohio is developing the Career-Focused Education for Ohio's Students model that combines three types of Integrated Technical and Academic Competencies. (Contains 12 references.) (YLB)

ED 424 450 CE 077 450

Spence, Janet

Action Learning for Individual and Organizational Development. Practice Application Brief.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —RR93002001

Pub Date—1998-00-00

Note—4p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Learning, Classroom Techniques, *Education Work Relationship, Educational Benefits, Educational Needs, Educational Practices, Educational Theories, *Experiential Learning, *Individual Development, *Organizational Development, *Theory Practice Relationship

This brief describes action learning (AL), discusses some of its advantages and challenges, highlights its educational applications, and recommends practices for future implementation. Action learning may be characterized as voluntary learning that is centered around the need to find solutions to real problems, that is equally concerned with individual development and finding solutions to problems, and that is a highly visible and time-consuming social process possibly leading to organizational change. Action learning has five elements: the problem, set, client, set advisor, and process. Action learning enables set participants to solve longstanding problems that could not be solved by simple training while simultaneously developing their leadership abilities. Challenges to the action learning methodology include concerns about the methodology itself and its misinterpretation and questions about its effectiveness. Action learning has many applications in adult education and human resource development. It may be used whenever learners have salient, nontechnical problems to solve and the capacity to work in small groups. Adult educators wishing to use action learning should take the following steps: prepare set participants for the action learning process with a start-up workshop; have set participants complete learning style questionnaires before the workshop; ensure that advisors have appropriate preparatory training; and document participants' personal development and encourage reflection throughout the action learning process. (Contains 20 references.) (MN)

ED 424 451 CE 077 451

Imel, Susan

Promoting Intercultural Understanding. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR3002001

Note—4p.

Available from—ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Career Education, Classroom Techniques, *Cultural Awareness, Cultural Differences, *Cultural Exchange, *Cultural Pluralism, *Educational Environment, Educational Needs, Educational Research, Experiential Learning, Immigrants, *Interpersonal Competence, Models, Needs Assessment, Resource Materials, *Teacher Student Relationship, Teaching Guides, Textbooks, Theory Practice Relationship, Training Methods, Trend Analysis, Vocational Education

Identifiers—*Cultural Competence

This brief highlights some of the trends in the literature related to intercultural understanding and provides a list of resources that can be used by educators in promoting it. The consensus of the literature on promoting cultural understanding is that the term "culture" generally refers to a system of beliefs, customs, and behaviors shared by a group of individuals. The terms "cultural competence" and "intercultural competence" are used in reference to the need to develop an understanding and appreciation for cultures other than one's own. Assisting individuals in developing intercultural competence is the basis for a number of sources that deal specifically with teaching and learning. Some sources contain practical information for developing training programs, whereas others reflect organizations' interests in competing in the global marketplace and managing an increasingly diverse work force. Several sources caution that efforts to celebrate or appreciate differences may ultimately reinforce stereotypes or cause members of some socially defined groups to be viewed as somehow different from the "mainstream." Promoting intercultural understanding is an important and complex topic that has ramifications for adult, career, and vocational education. (An annotated bibliography contains 20 references.) (MN)

ED 425 335 CE 077 712

Kerka, Sandra

Extension Today and Tomorrow. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Available from—PDF and HTML formats: http://ericacve.org/docs/tia00067.htm

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Delivery Systems, *Educational Objectives, Educational Practices, *Educational Trends, *Extension Education, *Organizational Development, Role of Education, Trend Analysis

Identifiers—*Cooperative Extension Service

The federal Cooperative Extension Service (CES) began more than 80 years ago as a way to disseminate agricultural research and information through land-grant universities. Today, extension education is evolving to meet the demands of diversity, technology, and new ways of working and learning. Diversity is one of the core values of the CES's strategic plan for the 21st century, and many extension educators are focusing on serving diverse audiences with expanded programming and recruiting, and hiring diverse staff. Nevertheless, urban residents, youth, and low income groups remain least likely to be aware of or use extension services. Technology as a delivery method and access to technology for critical information needs are key issues affecting society. Extension educators have recognized the value of distance delivery of educational programming, and they are exploring new ways to make extension a participatory learning organization and to provide leadership for the development of learning communities. By responding to the contemporary issues of diversity, technology, and community building, extension can enhance the relevance of its traditional focus on quality of life and critical issues affecting daily living. (An annotated bibliography contains 18 references.) (MN)

ED 425 336 CE 077 713

Imel, Susan

Using Adult Learning Principles in Adult Basic and Literacy Education. Practice Application Brief.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Available from—PDF and HTML formats: http://ericacve.org/docs/pab00008.htm

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Learning, Adult Literacy, Classroom Techniques, Educational Practices, *Educational Principles, *Literacy Education, Literature Reviews, Teaching Methods, *Theory Practice Relationship

Adult basic and literacy education (ABLE) is a complex undertaking that serves diverse learners with a variety of needs. Although no definitive list of adult education principles exists in the literature, the following principles have been identified in multiple sources devoted to principles of effective adult education: involve learners in planning and implementing learning activities; draw upon learners' experience as a resource; cultivate self-direction in learners; create a climate that encourages and supports learning; foster a spirit of collaboration in the learning setting; and use small groups. The following are ways adult educators can improve their ABLE programs by making them more student centered and participatory in nature: involve adults in program planning and implementation by asking them to assist with orientation for new learners, appointing adults to serve on advisory boards, and/or soliciting their suggestions for learning activities; develop and/or use instructional materials that are based on students' lives; develop an understanding of learners' experiences and communities; and incorporate small groups into learning activities. ABLE programs that incorporate these recommendations will foster increasing self-directedness and critical reflection in learners, which will in turn increase adult educators' success in attracting and retaining more adults in ABLE programs. (Contains 18 references) (MN)

ED 426 213 CE 077 807

Imel, Susan

Distance Learning. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Available from—Web site: http://ericacve.org/docs/mr00012.htm

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Comparative Analysis, Computer Uses in Education, Conventional Instruction, *Distance Education, Educational Practices, Educational Principles, *Educational Technology, Educational Trends, Higher Education, Internet, On the Job Training, *Student Attitudes, *Teacher Student Relationship, Trend Analysis, World Wide Web

This publication explores misconceptions associated with distance learning and distance education. Because distance learning is being shaped by new technologies, it is sometimes considered a new form of education. In reality, distance learning has existed for well over 100 years. Although the Internet and the World Wide Web have increased awareness of distance learning, live video instruction remains the most popular and fastest growing distance education delivery mode. Despite concerns that instruction via the Internet or Web may do little more than replicate traditional computer-based training systems based on behaviorist learning theories, the consensus is that the new technologies really do support the use of cognitive-based learning theories. Compared with learners in conventional classrooms, distance learners must be more focused, better time managers, and able to work both independently and as group members. One unresolved question is whether students really want to engage in distance learning. Although there is no doubt that new technologies have given new life to distance learning, many of the old questions and issues still remain. The challenge is to use any technology or medium in ways that enhance and support learning and that respond to learners' needs. (Contains 17 references) (MN)

ED 426 238 CE 077 897

Knox, Alan B.

Evaluating Adult and Continuing Education. Information Series No. 375.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—71p.

Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090; Web site: http://ericacve.org/pubs/ (order no. IN 375, $7; quantity discounts available).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Education, *Continuing Education, Data Collection, Educational Planning, Evaluation Criteria, *Evaluation Methods, Needs Assessment, *Program Evaluation, Staff Development

This monograph reviews and synthesizes highlights from relevant writings on evaluation and suggests interpretations and applications for practitioners who plan and conduct various types of educational programs for adults. It suggests that planning and conducting effective educational programs for adults entails contributions by various stakeholders including participants, instructors, coordinators, policymakers, and funders. Concepts, procedures, and examples from evaluation reports are used to represent eight aspects: needs, context, goals, staffing, participation, programs, materials, and outcomes. Many evaluations focus on just one or two of these aspects. Conducting a program evaluation entails many decisions that can be grouped into eight broad action guidelines. The guidelines pertain to purpose, stakeholders, planning, coordination, sources, data collection, analysis, and utilization. Many examples contain enough detail to portray the actual evaluation project and not just illustrate a guideline. Readers can use this overview to clarify basic evaluation concepts and procedures, locate publications likely to provide detailed assistance, and use suggested guidelines to conduct evaluations on selected program aspects of interest. Selecting a program on which to focus should entail selecting an issue of importance, being responsive to stakeholder interest, and considering available expertise and resources for evaluation. (Contains 113 references.) (SK)

ED 426 295 CE 078 015

Imel, Susan

Work Force Education: Beyond Technical Skills. Trends and Issues Alert No. 1.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

Contract—ED-99-CO-0013

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Basic Skills, Communication Skills, Competence, Creative Thinking, *Employment Potential, Interpersonal Competence, *Job Skills, Leadership, Learning Strategies, Lifelong Learning, Listening Skills, Occupational Information, Problem Solving, *Staff Development

This brief suggests that during the past 2 decades, the skills needed to succeed in the workplace have changed significantly. Technical skills remain important, but, increasingly, employers recognize another category of skills crucial to a worker's ability to work "smarter, not harder." These "soft," "core," "nontechnical," "essential," "generic," and "new basic" skills are required for organizations to adopt new forms of organization and management in which workers operate in teams with greater autonomy and accountability. A number of factors have converged to bring about the development of this set of employability competencies, including workplaces that place an emphasis on high performance jobs that require high skills and employer dissatisfaction with job applicants because of their competencies in areas other than technical skills. Current and future employers mention these skills most frequently as being essential: knowing how to learn; competence in reading, writing, and computation; effective listening and oral communication skills; adaptability through creative thinking and problem solving; personal management with strong self-esteem and initiative; interpersonal skills; ability to work in teams or groups; leadership effectiveness; and basic technology skills. (Contains 16 annotations of resources that can help practitioners provide a new focus to their education and training efforts.) (YLB)

ED 426 296 CE 078 016

Kerka, Sandra

Universities of the Third Age: Learning in Retirement. Trends and Issues Alert No. 2.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

Contract—ED-99-CO-0013

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Aging (Individuals), Annotated Bibliographies, Community Education, Developed Nations, Distance Education, *Foreign Countries, *Lifelong Learning, *Nonformal Education, *Nontraditional Education, Older Adults, *Retirement

Identifiers—Australia, Canada, France, Great Britain, *Institutes of Learning in Retirement, *Universities of the Third Age

This brief suggests that Universities of the Third Age (U3As) provide learning opportunities for older adults. Worldwide, they typically take one of two forms. Based on the first U3A founded in 1973, the French model is university based and offers mostly formal courses. Arising in Cambridge in 1981, the British model emphasizes informal, autonomous self-help groups in which the instructors are usually third-agers themselves. In the United States and Canada, the term U3A is virtually unknown, but the form exists as Institutes of Learning in Retirement (ILRs), begun in 1962. Most of the more than 200 ILRs are linked by the Elderhostel Learning Network. They are community based and often conducted by members; many are affiliated with colleges and universities. Issues that U3As/ILRs must address to sustain their momentum into the 21st century include the following: broadening participation to more diverse groups of elders; exploiting the networking possibilities of the World Wide Web; addressing the intergenerational imperative by encouraging reflection on life experiences and integration of self; and fostering research on aging by third-age participants themselves. (Contains 19 annotations of print resources and contact information for 5 organizational resources.) (YLB)

ED 426 297 CE 078 017

Wagner, Judith O.

Career Planning on the Internet. Trends and Issues Alert No. 3.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

Contract—ED-99-CO-0013

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Career Development, Career Education, *Career Planning, *Employment Opportunities, *Employment Patterns, Information Sources, *Internet, *Job Search Methods, Labor Market, Online Searching, Professional Development, *Resumes (Personal)

Identifiers—*Electronic Resumes (Personal)

This brief describes how the Internet serves as a professional development tool, enabling individuals to access information on employment opportunities, workplace trends, prospective employers, and job search strategies. Websites may offer only one service or include a variety of features. Some services are available at no cost, others are fee based. The Internet offers thousands of job search sites, company websites, research sites, career development aids, and online networking resources. Developing an online version of the resume is essential today. Many job sites will post resumes, in most instances, as a free service. Assistance in preparing resumes is available at websites. Although no single website includes everything needed for the job search, the "big board" job banks give beginners a head start on locating the information they need. Most search engines have direct links to a variety of career- or job-related websites. (Contains annotated listings of 33 websites, grouped under these categories: the big board, federal/military, government websites, job search aids, professional/special, state and local, international, and company information. An annotated list of nine print resources is also provided.) (YLB)

ED 427 190 CE 078 083

Exemplary Products Produced by National Workplace Literacy Program Demonstration Projects, 1995-1998.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—171p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, *Demonstration Programs, English (Second Language), *Instructional Material Evaluation, Instructional Materials, Lesson Plans, Literacy Education, Material Development, *Media Selection, Teaching Guides, Videotape Recordings, *Workplace Literacy

Identifiers—*National Workplace Literacy Program

This report presents abstracts and evaluative reviews for 58 exemplary workplace education products. An overview of the selection process and a guide to the content of the documents appear first. Products are grouped by the projects that produced them and arranged in alphabetical order by state in which they were produced. Abstracts and evaluative reviews are the results of two forms—one for learning materials and another for other products. For each criterion on the form, panelists have applied the following ratings: no, or impossible to determine from the information provided; yes, this criterion is reflected to a limited degree; yes, this criterion is fully reflected; yes, this product provides one of the best examples of this criterion; and not applicable. For learning material products the following is provided: awardee; product title; abstract; types of product; learners for whom materials were developed; intended use; industry for which it was developed; skill and knowledge areas included; principles of good practice criteria; learning materials criteria; replicability; copyright restrictions; and comments on overall strengths and/or weaknesses. The format for other products is as follows: awardee; product title; abstract; types of product; planning/implementation criteria; evaluation criteria; replicability; and comments on overall strengths and/or weaknesses. Appendixes contain the evaluation forms and abstracts of additional documents in the ERIC database that provide information on developing and implementing workplace literacy programs. (YLB)

ED 427 256 CE 078 208

Wagner, Judith O.

Using the Internet in Career Education. Practice Application Brief No. 1.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-00-00
Contract—ED-99-CO-0013
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Development, Career Education, Electronic Libraries, *Job Search Methods, *Occupational Information, *Online Systems, Postsecondary Education, Secondary Education, *World Wide Web
Identifiers—*Web Sites

The World Wide Web has a wealth of information on career planning, individual jobs, and job search methods that counselors and teachers can use. Search engines such as Yahoo! and Magellan, organized like library tools, and engines such as AltaVista and HotBot search words or phrases. Web indexes offer a variety of features. The criteria for evaluating Web sites are similar to those for evaluating any instructional resource: authority; layout, design, and accessibility; links; content; and information structure and design. Web sites that relate to career education and job search include America's Job Bank, CareerMosaic, CareerPath, E-Span's Job Options, and The Monster Board. Ways to use the Internet in career education include the following: access to information; direct access to computer-assisted guidance; distance counseling; group work; access and outreach; and recruitment, placement, and the job search. Learning job search strategies ranks high with students, so it is important that they keep up to date with the latest in job search technology. Many academic and professional services have developed websites that address the needs of students who are just beginning their career development process. (Contains 10 references.) (KC)

ED 427 257 CE 078 209

Imel, Susan

Using Technologies Effectively in Adult and Vocational Education. Practice Application Brief No. 2.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-00-00
Contract—ED-99-CO-0013
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, Computer Uses in Education, Educational Practices, *Educational Technology, *Learning Strategies, Teaching Methods, Technological Advancement, *Vocational Education

The educational applications of technology are many and varied, including use as an educational delivery method and an instructional tool. However, technology is often introduced without much thought, and it changes rapidly. Technology can have the following effects: improve educational attainment and skill development; reduce educational inequities; improve the relationship between learning, assessment, and effectiveness; provide a relevant context for learning; and empower learners. When educational technologies are used appropriately, their advantages far outweigh their disadvantages. Some guidelines for using technology in adult and vocational education include the following: (1) let learning outcomes drive the process of technology choice; (2) strive to infuse or integrate technology into the instruction; (3) use technology to shift the emphasis in teaching and learning; (4) be prepared to modify the role of the instructor; and (5) use technology to move the focus away from low-level cognitive tasks to higher-order thinking skills. Used appropriately, technology can support many of the goals of adult and vocational education. (Contains 15 references.) (KC)

ED 427 258 CE 078 210

Brown, Bettina Lankard

Entrepreneurship Success Stories: Implications for Teaching and Learning. Practice Application Brief No. 3.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-00-00
Contract—ED-99-CO-0013
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, Educational Trends, *Entrepreneurship, *Futures (of Society), *Learning Strategies, Postsecondary Education, Secondary Education, *Small Businesses, *Teaching Methods

Societal trends and personal characteristics are facilitating movement from corporate to self-employment. The entrepreneurship movement is characterized by several trends that are influencing the way people work: such as younger workers expecting shorter-term commitments to work, expanding career options, opening of worldwide operations, and technological advances that make it possible to work at home. Successful entrepreneurs usually are perceptive, innovative, creative, self-directed, action oriented, confident, collaborative, persevering, and decisive. Entrepreneurship education extends beyond technical and financial considerations. Strategies that educators can use to promote higher-order thinking, in-depth understanding, and high-quality achievement (behaviors and skills associated with entrepreneurship) include the following: (1) situate learning in the context of its real-world application; (2) require in-depth understanding of a concept or issue; (3) provide learning activities that enable students to engage in their preferred styles of learning; (4) make classrooms student centered; (5) integrate content and context; (6) become a coach and mentor rather than a dispenser of knowledge; (7) require collaboration and teamwork; (8) require students to achieve high intellectual standards; and (9) engage students in exploration, inquiry, problem solving, and reflection. (Contains 11 references.) (KC)

ED 427 263 CE 078 307

Contextual Teaching and Learning: Preparing Teachers to Enhance Student Success in the Workplace and Beyond. Information Series No. 376.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.; ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001, VN97013001
Note—352p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN376, $30).
Pub Type— Collected Works - General (020) — ERIC Publications (071)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—*Constructivism (Learning), Educational Improvement, Higher Education, Learning Strategies, *Preservice Teacher Education, *Preservice Teachers, Problem Solving, *Relevance (Education), Service Learning, Teacher Student Relationship
Identifiers—*Contextual Learning

The papers in this volume outline a vision for teacher education based on the concept of contextual teaching, defined as teaching that enables learning in a variety of in- and out-of-school contexts to solve simulated or real-world problems. They are based on the realization that the construction of knowledge is situated within, and greatly influenced by, physical, social, cultural, and subject matter context. Paper titles and authors are as follows: "Contextual Teaching and Learning: An Overview of the Project" (Susan Jones Sears, Susan B. Hersh); "Introduction to the Commissioned Papers" (Kenneth R. Howey); "The Role of Context in Teacher Learning and Teacher Education" (Hilda Borko, Ralph T. Putnam); "Problem-Based Learning: Learning and Teaching in the Context of Problems" (Jean W. Pierce, Beau Fly Jones); "Community Service Learning: Collaborating with the Community as a Context for Authentic Learning" (Rahima C. Wade); "Preparing Preservice Teacher Education Students to Use Work-based Strategies to Improve Instruction" (Richard L. Lynch, Dorothy Harnish); "Culturally Relevant Pedagogy in Contextual Teaching and Learning" (Lauren Jones Young); "The Role of Self-Regulated Learning in Contextual Teaching: Principles and Practices for Teacher Preparation" (Scott G. Paris, Peter Winograd); "Authentic Assessment of Teaching in Context" (Linda Darling-Hammond, Jon Snyder); and "Afterword" (Kenneth R. Howey). An annotated bibliography contains 40 references. (SK)

ED 428 297 CE 078 391

Alamprese, Judith A.

Promoting Systemic Change in Adult Education. Information Series No. 377.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—40p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN377, $7).
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, Adoption (Ideas), *Adult Education, Change Agents, Coordination, Educational Innovation, Policy Formation, *Program Improvement, *State Agencies, State Programs
Identifiers—*Systemic Change

This paper describes approaches that states have taken to systemic reform in adult education programs, approaches driven by the demand for accountability and high-quality services from legislation and other sources. It begins by defining systemic change and presenting a framework for understanding it. The document presents approaches in four areas that state policymakers can use in implementing systemic reform: (1) stimulating the use of innovative management, assessment, and instructional practices; (2) developing policy to support change strategies; (3) facilitating organizational and professional learning; and (4) coordinating and collaborating within and across states to leverage support for adult education. The paper provides descriptions of state program improvement activities and discusses the conditions that influence adoption of change strategies. The importance of standards for learner performance, assessment instruments, data collection and use, and funding for performance is highlighted. (SK)

ED 428 298 CE 078 431

Brown, Bettina Lankard

Applying Constructivism in Vocational and Career Education. Information Series No. 378.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —RR93002001
Pub Date—1998-00-00
Note—120p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN378, $11.50).
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Career Education, Cognitive Psychology, *Constructivism (Learning), *Integrated Curriculum, Learning Activities, *Learning Processes, Problem Solving, Teaching Methods, Vocational Education
Identifiers—Authentic Assessment, *Contextual Learning

Constructivism is the theory that people learn by constructing meaning through interpretive interactions with the social environment. Constructivist perspectives are a growing influence among educators seeking to help students connect learning with life experiences, making constructivism highly relevant to vocational and career educators. This compilation is intended to guide practitioners in using constructivist principles in the following ways: describing its attributes as a philosophy and a model for practice; explaining assumptions, including its connection with authentic pedagogy, correlation with brain-based learning, and implications for a new teaching paradigm; illustrating applications in career and vocational education; and exploring how technologies such as the Internet facilitate constructivist learning. Each section includes definition of terms and questions to guide reflection and discussion. The largest section of the paper outlines 12 classroom activities that reflect constructivist principles. Activities for curriculum, instruction, and assessment practices are provided. Each activity contains the following sections: constructivist pedagogy, teaching strategy, learning activity scenario, evaluation criteria, operational steps, reflective practices, and evaluation method. Contains 93 references. (SK)

ED 429 177 CE 078 409

Imel, Susan

Teaching Critical Reflection. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR930020001
Note—4p.
Available from—ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090; Web site: http://ericacve.org
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Educators, Adult Learning, Annotated Bibliographies, *Critical Thinking, *Educational Trends, Literature Reviews, *Reflective Teaching, *Teacher Improvement, *Teacher Student Relationship, Trend Analysis

Recently, the topic of reflection and the development of reflective practitioners have received a great deal of attention. Four elements are central to critical reflection: assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism. Definitions of critical reflection often reveal differing theoretical orientations about reflection and have resulted in confusion about its meaning and uses. Lack of a common definition has also led to interchangeable use of the terms "reflection" and "critical reflection." The ideas of Dewey, Schon, and Mezirow are frequently mentioned in discussions of the origin of reflection in education; however, only Mezirow seems to emphasize the critical nature of reflection. Two issues that emerge in the literature on critical reflection are the effect on students who are encouraged to engage in critical reflection and the kind of teaching that supports critical reflection. Studies have concluded the following: critical reflection can lead to self-doubt, feelings of isolation, and uncertainty; adult learners who engage in activities to facilitate critical reflection must be supported in their efforts; and teaching students to be critically reflective can be a rewarding experience that results in critical reflection on the part of the instructor. (A 23-item annotated bibliography constitutes approximately 75% of this document.) (MN)

ED 429 186 CE 078 427

Kerka, Sandra

Creativity in Adulthood. ERIC Digest No. 204.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-99-204
Pub Date—1999-00-00
Contract—ED-99-CO-0013
Note—4p.
Available from—Web site: http://ericacve.org/digests.asp
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, Adult Education, Adult Educators, *Adult Learning, *Aging (Individuals), *Creativity, Creativity Research, Lifelong Learning, Teaching Methods
Identifiers—ERIC Digests

Popular misconceptions about creativity include the following: it is limited to a few unique individuals, it declines seriously with age, and it is associated with uniqueness or innovation. As the focus of creativity research has shifted from examination of the personality traits of creative individuals to examination of the social and environmental factors that affect creativity, thinking about creativity in general and creativity in relation to adult development and aging has changed significantly. Due to increases in life expectancy and the slowing of physical aging, many adults are not reaching their most creative period until after age 50. Furthermore, some research implies that formal schooling may actually hinder rather than foster creative thinking. Several researchers have identified strategies educators can use to help people develop their creative potential: creating a climate that encourages assertion of ideas rather than reliance on order and tradition, creating a safe place for risk taking, and encouraging a spirit of play and experimentation. Personal, social, and environmental barriers to creativity might be overcome by embracing a cross-cultural definition of creativity: finding and shaping one's life perception and telling one's experiences through creative expression. (Contains 17 references) (MN)

ED 429 187 CE 078 428

Brown, Bettina Lankard

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-99-205
Pub Date—1999-00-00
Contract—ED-99-CO-0013
Note—4p.
Available from—Web site: http://ericacve.org/digests.asp
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, *Career Development, *Career Education, Community Education, *Education Work Relationship, Educational Practices, Learning Processes, Problem Based Learning, Problem Solving, Secondary Education, *Self Efficacy, *Student Empowerment
Identifiers—Contextual Learning, ERIC Digests

Self-efficacy is mediated by individuals' beliefs or expectations about their capacity to accomplish certain tasks successfully or demonstrate certain behaviors. When individuals have low self-efficacy expectations regarding their behavior, they limit the extent to which they participate in an endeavor and are more apt to give up at the first sign of difficulty. Self-efficacy is learned and self-efficacy expectations are acquired in the following ways: performance accomplishments, vicarious learning, verbal persuasion, and physical/affective status. Examination of these four variables and their influence on self-efficacy expectations suggests that efficacy-based interventions must increase the range of students' experiences and promote the personal and contextual factors that lead to high levels of self-efficacy. The literature has identified three strategies for helping students develop positive self-efficacy expectations and outcomes that are connected to occupational interests, linked to career-related

goals, translated into action, reflected in skill development, and realized through proper coaching and mentoring. These three strategies are as follows: contextual learning (application of knowledge and skills in the context of real-life experiences, problems, and events); problem-based learning (investigation of problem situations for which no right or wrong answers exist); and community-based learning (engagement in community-based learning projects connecting school work with career goals). (Contains 13 references.) (MN)

ED 429 188 CE 078 429

Brown, Bettina Lankard

Sexual Harassment Interventions. ERIC Digest No. 206.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-99-206

Pub Date—1999-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—Web site: http://ericacve.org/digests.asp

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compliance (Legal), Educational Policy, Educational Practices, *Employment Practices, *Federal Legislation, *Grievance Procedures, Public Policy, *Sexual Harassment, *Supervisory Training, Training Methods

Identifiers—ERIC Digests

Recent Supreme Court rulings are motivating employers to take actions reflecting their compliance with federal laws protecting against sexual harassment. Three key steps employers can take to counter sexual harassment are as follows: develop a strong company policy specifying outlawed behaviors and penalties for their demonstration; establish grievance procedures for reporting, processing, and resolving complaints; and provide sexual harassment training for supervisors, managers, and workers that explains how sexual harassment can be recognized, confronted, and averted. All companies and schools that receive federal funds must have written sexual harassment policies specifying what behaviors constitute sexual harassment; how sexual harassment complaints are to be reported, investigated, and resolved; strategies the company will follow to investigate and resolve complaints; and what punishments will be levied for violations of the policy. Although companies are legally required to handle grievances internally before seeking outside litigation, schools are also finding internal grievance procedures to be more effective in handling sexual harassment complaints. Sexual harassment training programs for business's and schools' supervisors and employees can be internally or externally provided The ultimate success of sexual harassment training programs will be reflected in organizations' ability to eliminate the behavior and avoid sexual harassment lawsuits. (MN)

ED 429 189 CE 078 430

Wagner, Judith O.

Job Search Methods for the 21st Century. ERIC Digest No. 207.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-99-207

Pub Date—1999-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—Web site: http://ericacve.org/digests.asp

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Career Development, *Career Education, *Employment Interviews, Information Sources, Internet, *Job Application, *Job Search Methods, *Occupational Information, Resource Materials, Resumes (Personal), World Wide Web

Identifiers—ERIC Digests

The job hunt has changed significantly in recent years. The World Wide Web has become an important source for job information and career development. After deciding what type of job they are looking for, job seekers should identify their marketable skills and match those skills with available jobs. Job leads can be found through employment agencies, career centers, public libraries, newspapers, the Internet, and networking. State-sponsored one-stop career centers provide the resources needed to succeed in the 21st century. Several web sites offer electronic editions of company information resources. Resumes offer information about job seekers that typical application forms will not. They should be positive and short. Online resumes are essential in today's job market. Many job web sites provide assistance in preparing electronic resumes and will post them at no cost. Job interviews should be viewed as sales jobs. Helpful steps for the interview include the following: prepare, make a good first impression, be positive, ask questions, convey information about yourself that you want the employer to know, close the deal, and send a follow-up thank-you letter. (A 17-item annotated bibliography of selected job search-related resources and 8-item reference list constitute approximately 50% of this document.) (MN)

ED 429 210 CE 078 458

Brown, Bettina Lankard

Knowledge Workers. Trends and Issues Alert No. 4.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—Web site: http://ericacve.org/tia.asp

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Demand Occupations, *Education Work Relationship, *Educational Needs, *Employment Patterns, *Employment Qualifications, *Information Scientists, *Information Technology, Labor Force, Lifelong Learning, Needs Assessment, Technological Advancement, Trend Analysis

The globalization of work and continuing advances in technology are changing the nature of the work force. Blue-collar workers are being replaced by information specialists who are sometimes called "knowledge workers." Knowledge workers are workers who can think, work with ideas, and use information to solve problems and make decisions. In terms of their skills and abilities, knowledge workers are people who are highly educated, creative, and computer literate and who have portable skills that allow them to move anywhere their intelligence, talent, and services are needed. Knowledge workers represent the fastest-growing segment of the work force. Their main value to organizations is their ability to gather and analyze information and make decisions that will benefit their companies. Knowledge workers are continually learning. The responsibility for preparing students and unskilled workers with the technical and cognitive skills required for "knowledge" work has been placed in the hands of education. Although some say that workplace education that prepares individuals with information technology skills required for jobs in the knowledge sector should become a national priority, others are pessimistic about the employment potential of individuals engaged in high-tech training. (A 17-item annotated bibliography constitutes the majority of this document.) (MN)

ED 429 211 CE 078 459

Imel, Susan

New Views of Adult Learning. Trends and Issues Alert No. 5.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—Web site: http://ericacve.org/tia.asp

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Annotated Bibliographies, *Cooperative Learning, Educational Research, Educational Theories, Group Instruction, *Learning Theories, Literature Reviews, State of the Art Reviews, *Technological Advancement, *Theory Practice Relationship, *Transformative Learning, Trend Analysis

Three areas of the literature on adult learning showing recent activity are transformative learning (TL), adult learning related to technology, and collaborative/group learning. Recent publications on TL include a critical review of the literature, discussion of TL's relationship to adult development, and description of TL in practice. Technological developments have also affected adult learning research and theory building. In adult education, technology is emerging as both a delivery system and a content area. Although learning in groups has had a long history in adult education, the focus has traditionally been on group processes. Recently, the emphasis has shifted to groups as learning environments and helping learners think about group learning as opposed to individual learning. Collaborative learning partnerships and the effect of technology on group learning are other aspects of group learning that have been explored. Other aspects of adult learning that have recently been examined are the relationship between power and gender and the connection between adult learning and social change. The continuing progress in adult learning research is the sign of a vital field, and the literature provides information that can be used to improve practice. (A 21-item annotated bibliography constitutes the majority of this document.) (MN)

ED 429 212 CE 078 460

Imel, Susan

Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

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Note—4p.

Available from—Web site: http://ericacve.org/tia.asp

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Educational Needs, *Employment Level, Employment Patterns, *Employment Potential, *Employment Qualifications, *Information Technology, *Job Security, Labor Market, Needs Assessment, Technological Advancement, *Technological Literacy, Trend Analysis

Although not all current jobs require basic computer skills, technological advances in society have created new jobs and changed the ways many existing jobs are performed. Clearly, workers who are proficient in technology have a greater advantage in the current workplace and the need for technologically proficient workers will only continue to grow. Two aspects of technology proficiency include the demand for information technology (IT) workers and the need for all workers to become more proficient in the use of technology. Because they are in short supply, IT workers have great flexibility in today's job market, including the ability to make frequent job changes. Technology is present even in nontechnical workplaces; consequently, the job security of workers who are not specifically classified as IT workers is also tied to technological proficiency. As adult, career, and vocational educators prepare workers who are technologically proficient, they should ask themselves three things: what individuals really need to exist in the work environment; what curricular and instructional responses are required to prepare workers; and how possible inequalities affecting individuals' ability to acquire and maintain technological proficiency should be addressed. (A 18-item annotated bibliography constitutes the majority of this document.) (MN)

ED 430 120 CE 078 629
Brown, Bettina Lankard
Distance Education and Web-Based Training. Information Series No. 379.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—101p.
Available from—Center on Education and Training for Employment, Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN379, $9.75).
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Constructivism (Learning), Corporate Education, Delivery Systems, *Distance Education, Educational Innovation, *Educational Technology, Internet, Telecommunications, *Training, *World Wide Web
Identifiers—*Intranets, *Web Based Training

This publication presents a compilation of information about technologies used for distance education and web-based training for practitioners in adult, career, and vocational education. It focuses on the use of technology in the following ways: (1) as an instructional tool that expands classroom walls and enables the delivery of specialized training in workplaces; (2) as a facilitator of learning based on constructivist theory, supporting cognitive development and equitable learning environments; and (3) as a strategy for development through interactive communication, critical thinking, and authentic assessment. The last section highlights some ways in which distance technology can be an impetus for educational reform. The publication includes reprints of selected articles that explore the following topics in more depth: the virtual campus, learning styles and electronic information, technology and adult learning, information management, ethical considerations in online learning, and cultural sensitivity toward diverse online learners. The paper contains 71 references. (SK)

CG

ED 421 675 CG 028 615
Dykeman, Cass, Ed.
Maximizing School Guidance Program Effectiveness: A Guide for School Administrators & Program Directors.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-083-2
Pub Date—1998-00-00
Contract—RR93002004
Note—169p.
Available from—ERIC/CASS Publications, School of Education, 201 Ferguson Building, University of North Carolina at Greensboro, P.O. Box 26171, Greensboro, NC 27402-6171.
Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrator Guides, Counseling Effectiveness, Counseling Services, Counselor Evaluation, Counselor Performance, *Counselor Role, Counselor Selection, Elementary Secondary Education, *School Counselors, *School Guidance

Twenty-three brief chapters provide administrators a comprehensive guide to school counseling that describes practices, problems, and processes for which school counselors' expertise may be relied on. Chapters are: (1) "Comprehensive School Counseling Programs" (Z. VanZandt, K. H. Burke, M. J. DeRespino); (2) "The Elementary School Counseling Curriculum" (S. C. Baldwin, K. K. Noyes, M. D. Deck); (3) "The School Counselor's Curriculum at the Secondary School Level" (G. E. Goodnough, J. R. Dick); (4) "National Standards for School Counseling Programs" (C. A. Dahir); (5) "The School Counselor's Role with Discipline" (J. R. Nelson, R. McGregor, D. Robertson); (6) "The School Counselor's Role as a Mental Health Services Broker" (B. B. Collison, J. L. Osborne, B. Layton); (7) "How School Counselors Can Support Teachers" (C. M. Wilkinson-Speltz, E. Forsythe); (8) "The School Counselor's Role in Organizational Team Building" (A. Basham, V. Appleton, C. Lambarth); (9) "How To Evaluate a School Counselor" (P. Tucker, J. Stronge, C. Beers); (10) "How To Hire a School Counselor" (C. Dykeman, J. Dykeman, B. Pedersen); (11) "The School Counselor's Role with Academic Advisement" (R. S. Tobias, R. L. Harbach); (12) "The School Counselor's Role with Career Development" (S. G. Niles, J. A. Stamp); (13) "The Use of Graduate Interns, Teacher Advisors, Peer Facilitators and Paraprofessionals in Guidance Services" (J. A. Casey, P. Chennell); (14) "Group Counseling" (T. H. Fields, D. E. Losey); (15) "The School Counselor's Role with Families" (K. W. Simington, R. J. Montaquila); (16) "Expressive Arts and Play Media in School Counseling" (P. O. Paisley, R. E. Young, III); (17) "The School Counselor's Role with Teenage Parents" (M. S. Kiselica, H. Colvin); (18) "The School Counselor's Role with Special Education" (J. M. Allen, E. LaTorre); (19) "The School Counselor's Role with Multicultural Student Populations" (D. Sellers, T. Hall); (20) "School Counseling Professionalism: Ethics, Clinical Supervision, and Professional Associations" (L. B. Crutchfield, E. S. Hipps); (21) "The Effectiveness of School Counseling" (T. Trotter, G. Delka, S. Seaman); (22) "Religious and Political Challenges to School Counseling" (R. E. Lewis, M. B. VanCleave); (23) "What School Administrators Can Do To Promote School Counseling" (J. W. Bloom, G. Davidson). (EMK)

ED 425 398 CG 028 968
Walz, Garry R.
China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997).
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-085-9
Pub Date—1999-00-00
Contract—ED-99-CO-0014
Note—132p.; For individual papers, see CG 028 969-983.
Available from—ERIC Clearinghouse on Counseling and Student Services, UNCG, 201 Ferguson Building, Greensboro, NC 27402-6171 ($15).
Pub Type— Collected Works - Proceedings (021) — ERIC Publications (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Education, Educational Change, Educational Improvement, *Educational Innovation, Foreign Countries, *Instructional Innovation, Intercultural Communication
Identifiers—*China

This book contains papers presented by educators during the China-U.S. Conference on Education in July, 1997. Only papers prepared by American authors were received and included in this collection. Chapters included are (1) "Art, Education, and Community: Arts Genesis, Inc." (C. S. Kestler); (2) "Applications of Portfolio Assessment in a Teaching and Nursing Program" (P. Ashelman, C. Dorsey-Gaines, G. Glover-Dorsey); (3) "Creative Dance Improvisation: Fostering Creative Expression, Group Cooperation, and Multiple Intelligences" (M. A. Brehm, C. M. Kampfe); (4) National Diffusion Network: Project Enrichment Exemplary Program" (R. Callard-Szugit); (5) "A Systems Approach to Improving Teacher Development in Kansas" (K. S. Gallagher, R. J. Gallagher); (6) "Future Problem Solving: Connecting the Present to the Future" (J. B. Jackson, L. Crandell, L. Menhennett); (7) "Transformative Dimensions of Mentoring: Implications for Practice in the Training of Early Childhood Teachers" (A. Martin, J. Trueax); (8) "The Building: An Adaptation of Francis Debyser's Writing Project: A Global Simulation to Teach Language and Culture" (M. C. Magnin); (9) "Report Cards: Stepping Away from Tradition" (S. L. Whittle); (10) "Variability in Response to Life Transitions: Application of a Transition Model" (C. M. Kampfe); (11) "Life-Long Learning: Learning To Be Productive" (T. K. Oester, D. E. Oester); (12) "Teacher Assistance Teams: A System for Supporting Classroom Teachers in China or the United States" (M. Van Dusen Pysh, J. C. Chalfant); (13) "Collaborative School Improvement: An Integrated Model for Educational Leaders" (E. A. Perry); (14) "Professor-in-Residence: Redefining the Work of Teacher Educators" (F. M. Simpson); (15) "Emerging Priorities and Emphases in School Counseling, Guidance, and Student Services" (G. R. Walz, J. C. Bleuer). Information on ERIC resources is appended. (EMK)

ED 430 172 CG 029 243
Landreth, Garry Bratton, Sue
Play Therapy. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CG-99-1
Pub Date—1999-00-00
Contract—ED-99-CO-0014
Note—4p.
Available from—ERIC Counseling and Student Services Clearinghouse, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel.: 800-414-9769 (Toll Free); Fax: 336-334-4116; E-mail: ericcass@uncg.edu; Web site: http://www.uncg.edu/~ericcas2
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, Communications, Counselor Training, Developmentally Appropriate Practices, *Play Therapy, Self Expression, Toys, Trend Analysis
Identifiers—ERIC Digests, Limits (Therapy), Play Materials

Play therapy is based on developmental principles and, thus, provides, through play, developmentally appropriate means of expression and communication for children. Therefore, skill in using play therapy is an essential tool for mental health professionals who work with children. Therapeutic play allows children the opportunity to express themselves fully and at their own pace with the assurance that they will be understood and accepted. This document is divided into the following parts: rationale for play therapy; the process of play therapy; toys and materials; setting limits in play therapy; play therapy research and results, professional training; and future trends in play therapy. (Contains 3 references.) (MKA)

ED 430 179 CG 029 264
Brown, Duane
Proven Strategies for Improving Learning & Achievement.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-086-7
Pub Date—1999-00-00
Contract—ED-99-CO-0014
Note—309p.
Available from—ERIC Counseling and Student Services Clearinghouse, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 336-334-4114; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; E-mail: ericcass@uncg.edu; Web site: http://www.uncg.edu/

edu/ericcass ($26.95).
Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Academic Achievement, Change Strategies, Elementary Secondary Education, Instructional Design, *Motivation Techniques

The purpose of this book is to give student support personnel tools that: (1) will be recognized by educators as directly related to enhancing academic performance; (2) can be used with confidence that they will have the desired impact on achievement; and (3) are culturally sensitive. Chapters contain detailed presentation of the technology as well as discussion of the technique and its uses. Topics are: (1) "Student Support Personnel, Academic Performance, and Strategic Interventions"; (2) "Improving the Achievement of Racial and Cultural Minorities Using Advocacy, Consultation, and Collaboration"; (3) "Improving Academic Achievement through Cooperative Learning"; (4) "Developing a Positive School Climate: Influencing Student Perceptions and Heightening Teacher Awareness"; (5) "A Study Skills Program;" (6) Improving Test-Taking Skills"; (7) "Time Management: An Essential Habit for Students"; (8) "Behavioral Contracting and Encouragement"; (9) "Techniques for Establishing an Environment That Encourages Academic Success"; (10) "Using Peers and Adult Volunteers as Tutors"; (11) "Achievement Motivation Groups"; (12) "Establishing Homework Support Programs"; (13) "Parenting for Academic Achievement: Promoting Resiliency and Academic Skills"; (14) "Resisting Peer Pressure to Underachieve: A Refusal Skills Group"; (15) "Helping High-Potential Underachieving Students Set Career and Educational Goals Using the Internet"; (16) "Summing Up: Principles and Practices." Appendix I includes information about ERIC and the Internet. Handouts, overheads, and figures are indexed for easy reference. (EMK)

CS

ED 422 586 CS 216 478
Ngeow, Karen Yeok-Hwa
Enhancing Student Thinking through Collaborative Learning. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CS-98-03
Pub Date—1998-00-00
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-4723.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Learning, Elementary Secondary Education, Group Activities, Group Instruction, Language Arts, Models, *Student Development, *Student Needs, *Teamwork, *Thinking Skills
Identifiers—*Collaborative Learning, ERIC Digests

This Digest discusses approaches to group learning in the language classroom, presenting some principles that are common to any group learning approach, whether it be cooperative learning, student team learning, group investigation, or collaborative learning. The Digest also discusses the Collaborative Learning Model (Reid et al., 1989) which pinpoints five phases for designing instruction for collaborative learning: engagement, exploration, transformation, presentation, and reflection. The Digest argues that collaborative learning in the classroom should prepare learners for the kind of team work and critical interchange that they will need to be effective participants in their communities and workplaces. (NKA)

ED 422 593 CS 509 887
Abdullah, Mardziah Hayati
Electronic Discourse: Evolving Conventions in Online Academic Environments. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CS-98-02
Pub Date—1998-00-00
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698; toll-free phone: 800-759-4723.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Mediated Communication, *Computer Networks, Computer Uses in Education, *Electronic Text, Higher Education, *Online Systems
Identifiers—*Academic Discourse, *Discourse Conventions, ERIC Digests, Learning Communities, Online User Groups, Research Suggestions

Based on the premise that computer networks are changing the way people think and interact, this Digest discusses some features of electronic discourse as a relatively new form of discourse and examines the current research on computer mediated communication text. The Digest suggests further research on how other features of electronic discourse resemble those of oral and written language and research which compares the construction of reasoning and argument in electronic discourse and conventional writing. It also considers how electronic discourse has brought about new conventions in the use of graphic features and notes that the informal, conversational tone of electronic discourse is quite different from that of traditional academic prose. The Digest points out that as online interaction becomes more widely used in formal academic situations, language educators may have to consider how to respond to the unconventional language use and structuring of ideas. (NKA)

ED 423 517 CS 013 289
Tutoring Children in Reading and Writing: A Step-by-Step Guide. Book 1: Kindergarten.
Family Learning Association, Bloomington, IN.; ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002011
Note—81p.; "With Kay Sloan." For Book 2, see CS 013 294.
Available from—Family Learning Association, P.O. Box 5249, Bloomington, IN 47407 ($11.95).
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Beginning Reading, *Kindergarten, Kindergarten Children, *Parent Participation, *Phonics, Primary Education, Reading Attitudes, Reading Readiness, *Reading Skills, *Tutoring, Word Recognition, Writing Attitudes

Noting that parent involvement could be the single most important factor in children's success in school, this book helps parents act as tutors in reading and writing for their kindergarten children. It offers both general guidelines and specific strategies and activities to use for accomplishing specific objectives, such as improving decoding skills and using comprehension strategies. Activity sheets follow many of the lessons. After a word to parents and an introduction, chapters in the book are: (1) Get Ready To Read and Write; (2) Create an Interest in Reading and Writing; and (3) Help Your Child Learn To Read. A 16-item glossary; tips for tutoring; advice for helping children feel good about themselves; and a list of 57 preschool books, 51 read-aloud books and Internet sites, and 38 predictable books are included. (RS)

ED 423 531 CS 216 488
Lu, Mei-Yu
Language Learning in Social and Cultural Contexts. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CS-98-04
Pub Date—1998-00-00
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Context, Diversity (Student), Elementary Education, Family Environment, Interpersonal Communication, *Language Acquisition, *Learning Processes, *Minority Group Children, *Social Environment, *Young Children
Identifiers—ERIC Digests, Learning Environments

This Digest considers language learning as a socio-cultural process, contending that to fully function in a particular language, one not only needs to understand the mechanics, such as the grammar, but also to apply that language across various contexts, audiences, and purposes. The Digest discusses language learning at home, language learning in communities, and language learning among linguistic minority children. It emphasizes that it is through meaningful interaction with others as well as functional use in daily life that children develop competence, fluency, and creativity in language. The Digest points out that with the increasing number of linguistic minority children in the United States, school systems need to take into consideration the linguistic knowledge these minority children possess in their mother tongues to design a conducive learning environment. (NKA)

ED 423 550 CS 216 520
Abdullah, Mardziah Hayati
Problem-Based Learning in Language Instruction: A Constructivist Model. Eric Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CS-98-05
Pub Date—1998-00-00
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Constructivism (Learning), Elementary Secondary Education, Inquiry, *Language Acquisition, *Learning Processes, Models, *Problem Based Learning, *Teacher Role, Theory Practice Relationship
Identifiers—ERIC Digests, Facilitators

This Digest discusses Problem-Based Learning (PBL), a method developed by H.S. Barrows (1986), and originally created to prepare medical students for real-world problems by letting them solve medical problems based on real cases. The Digest contends that PBL can situate language learning in the real world by posing problems like those found in real life and which are relevant to the learners' situations. The Digest considers the teacher's role as a facilitator in PBL and provides a model of the PBL process. It points out that, although several research groups have developed full PBL curricula, language teachers may find PBL more useful as one method among many, since the inquiry process takes time and does not always meet other curricular demands. (NKA)

ED 423 551 CS 216 521

Smith, Carl B. Ritter, Naomi

With Love, Grandma: Letters to Grandchildren.

Family Learning Association, Bloomington, IN.; ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-35-2

Pub Date—1998-00-00

Contract—RR93002011

Note—140p.

Available from—ERIC/EDINFO, P.O. Box 5953, Bloomington, IN 47407 ($12.95).

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Elementary Education, *Family Involvement, *Grandchildren, *Grandparents, Intergenerational Programs, *Interpersonal Communication, Learning Motivation, *Letters (Correspondence), Social Networks

Identifiers—*Intergenerational Relationship

Based on years of experience with intergenerational correspondence at the "Senior Partners Network," this book is designed to help grandparents (and grandchildren) to find the right topics for correspondence, all laid out in clear steps. The book also offers sample letters, cards, and e-mail messages, and provides dozens of themes. The book's goal is to help grandparents connect with their grandchildren in a "warm and fun-loving manner"—through regular letter writing. Emphasizing that letter writing provides mutual benefits, the book notes that strong bonds through letters can help grandchildren succeed in school and can promote kindness and good citizenship. The book offers sample letters for diverse holidays; discusses building family relationships; storytelling; humor; and pets; and presents ways to use the four seasons for letters writing. It also considers school and learning and letters about school and presents "quick ideas for quick letters." (NKA)

ED 423 552 CS 216 524

Lu, Mei-Yu

Multicultural Children's Literature in the Elementary Classroom. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-98-06

Pub Date—1998-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Literature, Classroom Environment, *Elementary Education, *Elementary School Curriculum, *Multicultural Education, *Reading Material Selection, Scholarly Journals

Identifiers—ERIC Digests, *Multicultural Literature, Web Sites

Arguing that schools need to prepare all children to become competent citizens and to create an environment that fosters mutual understanding, this Digest discusses multicultural children's literature in the elementary classroom. It discusses the importance of multicultural children's literature and presents guidelines for selecting multicultural children's literature. The Digest also lists specialized selection sources and review journals, and offers web addresses of selected lists/awards dealing with multicultural children's literature. Contains seven references. (RS)

ED 424 590 CS 216 532

Ngeow, Karen Yeok-Hwa

School-to-Work Transition in Language Arts Classrooms: School-Based Learning Approaches and Practices. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-98-07

Pub Date—1998-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Development, *Education Work Relationship, Educational Change, Elementary Secondary Education, Employment Opportunities, *Employment Potential, Entrepreneurship, Integrated Curriculum, Job Skills, *Language Arts, Program Descriptions, *Relevance (Education), School Business Relationship, *Student Educational Objectives

Identifiers—ERIC Digests

This Digest discusses School-to-Work (STW) programs, which are aimed at developing an integrated secondary school curriculum that facilitates students' transition from school to the workplace. It addresses school-based learning in STW programs, especially the practices that language arts teachers can use in classrooms to meet STW goals. The Digest then describes three categories of K-12 language arts learning approaches and exemplary practices: (1) practices that support interdisciplinary learning, or learning across the curriculum; (2) student-centered career exploration projects; and (3) entrepreneurial school projects. The Digest concludes that educators who are responsible for developing school curricula and learning outcomes need to remain abreast of educational reforms that will meet the demands of a more dynamic future workforce. (RS)

ED 424 591 CS 216 533

Singh, Manjari

Gender Issues in Children's Literature. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-98-8

Pub Date—1998-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Literature, Elementary Education, *Reading Material Selection, *Sex Bias, *Sex Fairness, *Sex Role, *Sex Stereotypes

Identifiers—ERIC Digests

Arguing that children's books play a significant part in transmitting a society's culture to children, this Digest discusses how gender roles are portrayed in children's books. It begins by discussing how the genders are portrayed in children's literature, and then addresses the question of why gender-representation in children's literature is significant. The Digest also discusses what teachers should keep in mind while selecting children's books, and how teachers can use children's literature to promote gender equity. Contains 8 references. (RS)

ED 425 475 CS 509 469

Carfora, Jeanne O'Rourke, Mary Lou

Family Resource Center Handbook: How To Establish and Manage a Family Resource Center.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002011

Note—119p.; Also published by EDINFO Press.

Available from—EDINFO Press, P.O. Box 5953, Bloomington, IN 47407.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Environment, Elementary Education, *Family Involvement, *Parent Participation, *Parent School Relationship, Program Development, Program Implementation, Resource Centers, Volunteer Training, Volunteers

Identifiers—Family Development

The primary purpose of this handbook is to provide the parent coordinator of the parent-powered family resource center with a specific guide for the development of a center. The handbook considers that a family resource center should exist to encourage family-school partnerships and to help strengthen parent-child interaction—it provides a comfortable environment within the school setting where family members can grow with each other and interact positively. In addition to guidance for the parent coordinator, the handbook includes tips for teachers, administrators, and parent/teacher organizations concerning their crucial roles in supporting the development and assimilation of a family resource center into the school community. After an introduction, chapters of the handbook are entitled: (1) Family Resource Center Overview; (2) Developing Partnerships; (3) Organizing the Center; (4) Building the Volunteer Base; (5) Training the Volunteers; (6) Building the Program; and (7) Vision for the Future. Appendixes present a position description for the parent coordinator; a 191-item list of titles and publishers of parent resource materials; and a 14-item list of publishers of parent resource materials. (RS)

ED 426 409 CS 216 565

Singh, Manjari

Gender Issues in the Language Arts Classroom. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Language Arts, Sex Bias, *Sex Fairness, *Sex Role, *Sex Stereotypes, *Teacher Attitudes, *Teacher Role, Teacher Student Relationship

Identifiers—ERIC Digests, *Gender Issues

Gender issues underlie numerous classroom activities, and unstructured language-learning activities may actually encourage children to reproduce gender stereotypes—yet teachers have differing views of the position they should take in this matter. This Digest presents an overview of various perspectives on the teacher's role in addressing gender-related issues in the classroom. The Digest first outlines and discusses four differing positions among educators about the role they should play in the development of their students' gender roles. Next, it outlines the debate regarding gender equity versus gender equality. Finally, the Digest reports on research showing that teachers agree in general on the need for implementing gender-fair strategies, yet feel uncomfortable actively addressing gender issues in their classrooms. Contains 10 references. (SR)

ED 426 440 CS 509 976

Abdullah, Mardziah Hayati

Guidelines for Evaluating Web Sites. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-98-10

Pub Date—1998-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698; Web site: http://www.indiana.edu/~eric_rec/ieo/digests/d137.html

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Technology, Elementary Secondary Education, *Evaluation Criteria, Higher Education, *Resource Materials, *World Wide Web

Identifiers—ERIC Digests, *Web Sites

Noting that Web sites are becoming popular educational resources but that not every site makes a good resource, this Digest offers a checklist of criteria for evaluating Web sites. It lists evaluation criteria regarding: (1) technical considerations; (2) purpose of the site; (3) content of the site; (4) site authorship/sponsorship; (5) functionality; and (6) design/aesthetics. The Digest also lists several online sources of evaluation criteria for Web sites. Contains 8 references. (SR)

ED 427 318 CS 216 578

Ngeow, Karen Yeok-Hwa

Motivation and Transfer in Language Learning. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-98-11

Pub Date—1998-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Classroom Techniques, Elementary Secondary Education, *Language Acquisition, *Learning Strategies, *Prior Learning, *Student Motivation, *Transfer of Training

Identifiers—ERIC Digests

Noting that transfer and motivation are mutually supportive in creating an optimal learning environment, this Digest discusses transfer (the application of prior knowledge to new learning situations) and motivation (the impetus to create and sustain intentions and goal-seeking acts) in relation to language learning. It discusses the relationship between transfer and motivation, the nature of transfer, and the nature of motivation. The Digest concludes with instructional strategies to enhance student motivation and learning transfer in language learning. (Contains 20 references.) (RS)

ED 427 322 CS 216 582

Smith, Carl B.

Improving Your Child's Writing Skills.

Family Learning Association, Bloomington, IN.; ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

Contract—RR93002011

Note—156p.

Available from—Family Learning Association, P.O. Box 5247, Bloomington, IN 47407; Tel: 800-759-4723 (Toll Free).

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Elementary Education, Learning Strategies, Parent Influence, Parent Participation, Parent Role, *Parents as Teachers, Teaching Methods, *Writing Improvement, *Writing Instruction, *Writing Skills

Intended for parents, this book offers straightforward directions on how to guide children in constructing a composition. It also helps parents review and clarify compositions that their children have already written. The book gives a developmental perspective to children's performance and includes sample compositions from actual classroom writing of children in grades 3-5. Chapters in the book are: (1) What Do Kids Write about in the Early Grades?; (2) Follow a Writing Process; (3) Prewriting: "How Do I Get Started?"; (4) Drafting: "How Do I Write the First Version?"; (5) Revising: "How Can I Improve What I've Written?"; (6) Proofreading: "How Can I Check for Mistakes?"; (7) Writing Descriptions; (8) Writing Letters; (9) Writing about Literature; and (10) Writing Stories. The book contains worksheets to give parent and child a thorough guide to improved writing, starting with early activity in the elementary grades. (CR)

ED 427 326 CS 216 587

Lu, Mei-Yu

English-Only Movement: Its Consequences on the Education of Language Minority Children. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-98-12

Pub Date—1998-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698; Tel: 800-759-4723 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Children, *Educational Discrimination, Educational Opportunities, Elementary Secondary Education, *English Only Movement, *Equal Education, Language Attitudes, Language Minorities, Official Languages, *Politics of Education

Identifiers—ERIC Digests

Noting that the English-Only movement (which advocates that English be the official and only language used in the United States) dramatically influences the lives of language minority children, this Digest first examines the ideologies undergirding the English-Only movement. It then reviews the consequences of imposing this legislation on the language minority population. Next, the Digest presents a summary of research findings on the importance of mother tongue maintenance among language minority children. The Digest concludes by exploring the implications of the English-Only movement on equality and equity education for all children. (SR)

ED 428 393 CS 216 627

McAllister, Elizabeth A. Hildebrand, Joan M. Ericson, Joann H.

Our Physical World. Language Arts Theme Units: Cross-Curricular Activities for Primary Grades.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-37-9

Pub Date—1999-00-00

Contract—RR93002011

Note—86p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Class Activities, *Hearing (Physiology), Hearing Impairments, Integrated Activities, *Language Arts, *Light, *Magnets, Primary Education, *Science Instruction, Teaching Guides, Thematic Approach, Units of Study, Weather

Identifiers—*Seasons

This book is part of a series of books presenting ready-to-use instructional units on themes typically taught in the primary grades. The topics focus on science, math, social studies or literature, but use language arts skills consistently in each unit. Each book in the series also uses as many frames of mind or intelligences as possible. Within a book, each unit contains: (1) an introduction on how the theme can interest students; (2) a brief list of targeted ideas; (3) suggested ways to connect units; (4) an introductory narrative on the unit theme; (5) suggested procedures for using the theme and involving children; (6) related language arts activities; (7) related extension activities; and (8) lists of trade books related to the unit theme. This book, "Our Physical World," offers four units: "The Mystery of Light and Shadow"; "A Polar Attraction Mystery," dealing with magnets and some of their history; "Four Parts Every Year," dealing with seasons and weather; and "Do You Hear That?" dealing with sound, hearing, hearing difficulties, and sign language. Appendixes offer: ideas on making and using learning centers; ideas on making and using bulletin boards and file folders; a glossary; directions on how to make a book; and a short list of teacher resources. (SR)

ED 428 394 CS 216 628

McAllister, Elizabeth A. Hildebrand, Joan M. Ericson, Joann H.

The Animals Around Us. Language Arts Theme Units: Cross-Curricular Activities for Primary Grades.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-38-7

Pub Date—1998-00-00

Contract—RR93002011

Note—69p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Animals, Class Activities, *Habitats, Integrated Activities, *Language Arts, Primary Education, *Science Instruction, Teaching Guides, Thematic Approach, Units of Study

Identifiers—*Guinea Pigs, *Whales

This book is part of a series of books presenting ready-to-use instructional units on themes typically taught in the primary grades. The topics focus on science, math, social studies or literature, but use language arts skills consistently in each unit. Each book in the series also uses as many frames of mind or intelligences as possible. Within a book, each unit contains: (1) an introduction on how the theme can interest students; (2) a brief list of targeted ideas; (3) suggested ways to connect units; (4) an introductory narrative on the unit theme; (5) suggested procedures for using the theme and involving children; (6) related language arts activities; (7) related extension activities; and (8) lists of trade books related to the unit theme. This book, "Animals Around Us," offers three units: "So Much Like Us," dealing with different animals and their different habitats, shared features of animals and humans, and animal classifications; "The Gentle Pig That Is Not a Pig," dealing with the guinea pig, other rodents, care of pets, and herbivores; and "More Than a Fish," dealing with whales, and the characteristics of mammals. Appendixes offer: ideas on making and using learning centers; ideas on making and using bulletin boards and file folders; a glossary; directions on how to make a book; and a short list of teacher resources. (SR)

ED 428 395 CS 216 629

McAllister, Elizabeth A. Hildebrand, Joan M. Ericson, Joann H.

How People Live. Language Arts Theme Units: Cross-Curricular Activities for Primary Grades.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-41-7

Pub Date—1998-00-00

Contract—RR93002011

Note—73p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Activities, *Food, *Friendship, Integrated Activities, *Language Arts, Primary Education, *Social Studies, Teaching Guides, Thematic Approach, *Transportation, Travel, Units of Study

This book is part of a series of books presenting ready-to-use instructional units on themes typically taught in the primary grades. The topics focus on science, math, social studies or literature, but use language arts skills consistently in each unit. Each book in the series also uses as many frames of mind or intelligences as possible. Within a book, each unit contains: (1) an introduction on how the theme can interest students; (2) a brief list of targeted ideas; (3) suggested ways to connect units; (4) an introductory narrative on the unit theme; (5) suggested procedures for using the theme and involving children; (6) related language arts activities; (7) related extension activities; and (8) lists of trade books related to the unit theme. This book, "How People Live," offers three units: "From Field to Feast," dealing with food production (food, grocery stores, farms, and kitchens, as well as hunger); "Rails, Wings, Rudders, and Wheels," dealing with travel and transportation; and "One + One Is Greater Than Two," dealing with friends, friendship, and helping others. Appendixes offer: ideas on making and using learning centers; ideas on making and using bulletin boards and file folders; a glossary; directions on how to make a book; and a short list of teacher resources. (SR)

ED 430 254 CS 216 737

Jenkinson, Edward B. Jenkinson, Andrea

Working with the English Language. Five Teaching Units for Middle and Upper Grades. Working with Languages Series. Second Edition.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-48-4

Pub Date—1999-00-00

Contract—ED-99-CO-0028

Note—107p.; See CS 216 737-740 for the 4 books in the series.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407; Tel: 800-925-7853 (Toll Free).

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Class Activities, *English, *English Instruction, High Schools, Idioms, *Language Usage, Learning Activities, Lesson Plans, Middle Schools, Student Needs, Units of Study

Identifiers—Language Consciousness, Word Formation

This guide is meant to aid teachers and parents with explanations and activities that they can use to help students understand and clarify their use of English. The guide discusses, for example: how language develops and grows; how to use a dictionary to answer questions; how words have formed in the past and continue to form; changing the content and changing meaning; and idioms, such as "button your lip" and "let it all hang out." Following a preface with information for the teacher, the guide is divided into the following five sections: "What Is Language?"; "So What's a Dictionary For?"; "How Words Are Formed"; "How Words Change Meaning in Time and Context"; and "'I No Understand Your Idiots.'" (NKA)

ED 430 255 CS 216 738

Jenkinson, Andrea

Reading, Writing, and Speaking about Contemporary Issues. Lesson Plans for Teachers of English and Social Studies. Working with Language Series.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-47-6

Pub Date—1999-00-00

Contract—ED-99-CO-0028

Note—96p.; See CS 216 737-740 for the 4 books in the series.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407; Tel: 800-925-7853 (Toll Free).

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Censorship, Class Activities, *Controversial Issues (Course Content), Critical Thinking, Current Events, *English Instruction, High Schools, Lesson Plans, Persuasive Discourse, Public Schools, *Social Studies, Units of Study, Writing Assignments

Identifiers—*Issue Centered Education, Issues Approach, *Media Literacy, Personal Writing

Noting that almost all current issues have some controversial "overload" to them which cause many teachers to approach them with trepidation, this guide aims to help teachers handle discussions and writing assignments related to contemporary issues. The guide aids teachers in framing and in balancing classroom interactions so discussions of controversial issues can proceed fairly. The four units in the guide contain material on: how to write personal essays; how to view and think critically about mass media presentations; how to deal with censorship of books; and how to conduct discussions about controversial issues. Activity sheets in the units guide students in: producing objective accounts, media viewing and group discussions, sending letters to their parents about issues, and giving persuasive speeches. The guide also contains an annotated bibliography on the "Schoolbook Protest Movement." Appendixes include an essay titled "Lessons Learned from Three Schoolbook Protests" (Edward B. Jenkinson); a censorship paper; and an informative paper, both written by students. (NKA)

ED 430 256 CS 216 739

Jenkinson, Andrea

Improve Student Reading and Writing. Sentence-Combining Activities for Elementary and Secondary Teachers. Working with Language Series.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-49-2

Pub Date—1999-00-00

Contract—ED-99-CO-0028

Note—107p.; See CS 216 737-740 for the 4 books in the series.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407; Tel: 800-925-7853 (Toll Free).

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Elementary Secondary Education, Learning Activities, *Reading Improvement, Reading Writing Relationship, *Sentence Combining, Student Improvement, *Writing Improvement

Identifiers—ERIC

This teaching guide urges the use of sentence combining as a technique to improve both the reading and the writing of students. The guide offers practical activities in sentence combining in forms that will make classroom teaching more interesting for the instructor and elicit more productive work from the student. The guide is divided into the following six chapters: (1) "The Promise of Sentence Combining"; (2) "Using Sentence Combining in the Classroom"; (3) "Providing Signals: Cued Sentence-Combining Exercises"; (4) "Open Sentence-Combining Exercises: From Sentence to Paragraph to Discourse"; (5) "One Researcher's Sequence: Sentence-Combining Exercises for Elementary Students"; and (6) "A Brief Summary of Research." Contains 52 references and a 47-item annotated bibliography of related resources in ERIC. (NKA)

ED 430 257 CS 216 740

Jenkinson, Edward B. Jenkinson, Andrea

Writing as a Process of Discovery—A Practical Plan. Structured Theme Assignments for Grades Five through Twelve. Revised Edition. Working with Language Series.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-46-8

Pub Date—1999-00-00

Contract—ED-99-CO-0028

Note—108p.; See CS 216 737-740 for the 4 books in the series.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407; Tel: 800-925-7853 (Toll Free).

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audience Awareness, Discovery Processes, High Schools, Middle Schools, *Student Motivation, Thematic Approach, *Writing Assignments, *Writing Processes, *Writing Skills

Identifiers—Meaningfulness, *Process Approach (Writing), Writing Contexts, *Writing Motivation

Offering a fresh perspective on making writing meaningful in every classroom, this guide seeks to help the teacher and the parent encourage the student writer as a thinker, not merely as a producer of a paragraph. The guide offers guidance as well as many practical activities that will help students to: organize the mind; play with ideas; find satisfaction in drafting and revising; and share papers that have gone through a process of discovery. It is divided into the following eight chapters: (1) "The Emphasis on Discovery"; (2) "Examining the Familiar"; (3) "Two Ways of Looking at People"; (4) "The Audience Responds"; (5) "Examining Events"; (6) "Defining Words"; (7) "Controlling Tone"; and (8) "Grading Themes." The guide's conclusion emphasizes that the writing process should become an opportunity to develop a personal thinking process, a growth mechanism that will stimulate participants to become more astute observers and more competent learners than when they started. (NKA)

EA

ED 422 600 EA 028 853
Hadderman, Margaret
Charter Schools. ERIC Digest, Number 118.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EA-98-2
Pub Date—1998-02-00
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Charter Schools, Educational Improvement, Elementary Secondary Education, Financial Problems, Program Evaluation, Program Implementation, *State Legislation
Identifiers—ERIC Digests

This "ERIC Digest" considers the U.S. charter-school movement, which has produced about 800 schools in half the states and enrolls over 100,000 students. Charter schools reflect founders' varied philosophies and commit to achieve certain educational outcomes within a certain period, in exchange for waiving many restrictive regulations. If outcomes are not met, charters are revoked by sponsors. Rooted in recent reforms, charter schools are viewed by many as a workable political compromise and alternative to vouchers. Stressing autonomy and accountability, the charter approach uses market principles while upholding democratic, nonsectarian philosophies. State laws follow organizing principles based on Minnesota's pioneering efforts, American Federation of Teachers guidelines, and/or federal charter-school legislation. Preliminary research shows that charters are generally small, new, racially diverse schools that appeal to students, parents, and teachers who had disappointing experiences elsewhere. Charters' chief implementation obstacles are funding and school-system opposition. Charter legislation is more likely in states with a policy entrepreneur, poor test scores, Republican legislative control, and proximity to other charter-law states. Unions, private management companies, and school superintendents are starting charters or using them to improve the larger system. (Contains 10 references.) (MLH)

ED 422 601 EA 028 918
Lumsden, Linda
Teacher Morale. ERIC Digest, Number 120.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EA-98-4
Pub Date—1998-03-00
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Environment, Elementary Secondary Education, *Faculty Workload, *Job Satisfaction, Principals, Student Behavior, *Teacher Empowerment, *Teacher Morale, *Teaching Conditions, *Work Environment
Identifiers—*Administrative Support, Dissatisfaction Theory, ERIC Digests

Increasingly, many teachers see their roles encompassing not only teaching specific content and mentoring students, but also functioning as front-line social workers. This Digest examines factors that may influence teacher morale and offers suggestions for preserving or restoring morale. Administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy are working conditions associated with higher teacher satisfaction. Parental support and teachers' perceptions of students and student learning are also important influences on teacher morale. (Contains 16 references.) (MLH)

ED 422 604 EA 029 123
Bulach, Clete Pickett, Winston Boothe, Diana
Mistakes Educational Leaders Make. ERIC Digest, Number 122.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EA-98-6
Pub Date—1998-06-00
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Behavior, Administrator Guides, Beginning Principals, *Educational Administration, Elementary Secondary Education, Interpersonal Competence, *Leadership Training, *Principals
Identifiers—ERIC Digests

Most administrator training programs focus on what educational leaders should do rather than what they should not do. This digest offers an overview of mistakes administrators should try to avoid. The emphasis on the negative stems from the belief that undesirable behaviors are far fewer than desirable ones. The digest reviews the types of mistakes leaders tend to make, identifying 15 categories of errors, with most of them arising from poor human-relations skills. Many leaders fail to provide their staffs with adequate encouragement, or they make decisions based on a poor understanding of their schools' issues and problems. The second most frequently occurring mistake falls under the category "poor interpersonal communication skills," especially the failure to listen. These interpersonal problems are worsened by the failure to give and receive feedback. Since interpersonal skills and human-relations skills are closely associated, it is argued that by building future leaders' human-relations skills, these leaders' interpersonal competence will also improve. The digest concludes with a list of six suggestions designed to help administrators avoid career-ending mistakes. (RJM)

ED 422 612 EA 029 234
Lumsden, Linda
Motivating Today's Students: The Same Old Stuff Just Doesn't Work.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-11-00
Contract—RR93002006
Note—9p.; Resource material for educators participating in the Dan O'Brien Education Program.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $4 postage and handling).
Journal Cit—Portraits of Success; v1 n2 Nov 1996
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Elementary Secondary Education, Feedback, High Risk Students, Positive Reinforcement, *Principals, *Student Motivation, *Student Responsibility, *Teaching Methods
Identifiers—*Caring, Encouragement, Eugene Public Schools OR, Student Engagement, Texas (Abilene), Wichita Public Schools KS

In this issue, two teachers and a principal offer their perspective on classroom practices that can enhance students' learning experiences and keep them motivated and engaged. Ted Nussbaum, a primary teacher at a Eugene, Oregon, school serving primarily at-risk students, shows his enthusiasm and excitement at his students' learning progress, sets high learning goals, lets students exercise choice and responsibility, emphasizes the positive, uses cooperative learning, provides encouragement, and views discipline as a teaching opportunity. Cindy Boyd, a high school math teacher in Abilene, Texas, creates a risk-taking atmosphere; plans activity-based, student-centered lessons; uses auxiliary items to illustrate concepts; employs alternative assessment; quells math anxiety; and values attitude, positive feedback, real-life applications, lifelong learning, and caring relationships. Howard Pitler, principal of a Wichita, Kansas, magnet school, relies on authentic tasks, genuine caring, staff camaraderie, high standards and individualized student goals, lifelong learning, cooperative learning, and student-led conferences to engage students. (MLH)

ED 424 677 EA 029 456
Lashway, Larry
Standards for Administrators.
ERIC Clearinghouse on Educational Management, Eugene, OR.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002006
Note—5p.
Available from—National Principals' Resource Center, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50; bulk discount).
Journal Cit—Research Roundup; v15 n1 Fall 1998
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Principles, Elementary Secondary Education, Instructional Leadership, Leaders Guides, Leadership Training, Principals, Professional Development, *School Administration, *Standards

This newsletter reviews five reports that address the implications of standards for administrators. These texts include "Designing and Implementing Standards-Based Accountability System" (Education Commission of the States), which describes some of the policy implications of standards-driven accountability; "Why Principals Fail: Are National Professional Standards Valid Measures of Principal Performance?" (J. Douglas Coutts), which reports on the relationship between standards and on-the-job success for principals; "Skills for Successful 21st Century School Leaders: Standards for Peak Performers" (J. R. Hoyle, F. W. English, and B. E. Steffy), which provides a professional-development curriculum based on a synthesis of recent leadership standards; "Case Studies for School Leaders: Implementing the ISLLC Standards" (W. L. Sharp, J. K. Walter, and H. M. Sharp), which offers a series of case studies keyed to the Interstate School Leadership Licensure Consortium (ISLLC) standards; and the Web site of the Council of Chief State School Officers, which offers the full text of the ISLLC report on performance standards for school leaders. Since ISLLC is a broadly based coalition, its standards represent a powerful and influential consensus on leadership. (RJM)

ED 427 388 EA 029 547
McChesney, Jim
Whole-School Reform. ERIC Digest, Number 124.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EA-98-8
Pub Date—1998-12-00
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Ore-

gon, Eugene, OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Educational Improvement, Elementary Secondary Education, Fund Raising, Program Descriptions, Program Proposals
Identifiers—ERIC Digests, New American Schools

This Digest describes several programs designed to foster successful school reform, and examines the Comprehensive School Reform Demonstration (CSRD) Program, recently approved by Congress. Whole-school (or comprehensive) reform includes a cross-disciplinary set of nationwide and local programs, dedicated to the intellectual and personal nurturing of all children, based on home, school, and community involvement. The New American Schools (NAS), a private organization founded in 1991, promotes some of these programs by designing goals, training personnel, and providing assistance for programs such as these: America's Choice Design Network, ATLAS Communities, Co-NECT Schools, Expeditionary Learning Outward Bound, Modern Red Schoolhouse, Purpose-Centered Education—The Audrey Cohen College System of Education, Roots and Wings, and Urban Learning Centers. Other comprehensive programs are the Comer Model (School Development Program), Success For All, Paideia Program, Coalition of Essential Schools, and Schoolwide Projects. According to a RAND report, two factors critical for success are that educators have a full understanding of the program design and be allowed to implement a program of their own free will. General funding requirements and qualifications for CSRD funding, available from July 1, 1998 through September 30, 2000, are included. (Contains lists of 11 resources and 5 websites.) (RIB)

ED 428 434 EA 029 679
Lashway, Larry
School Size: Is Small Better?
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-00-00
Contract—RR93002006
Note—5p.
Available from—National Principals Resource Center, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50, single copy; $2 each, bulk orders of 10 or more; Virginia residents add 4.5% sales tax).
Journal Cit—Research Roundup; v15 n1 Win 1998-99
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Centralization, Consolidated Schools, *Educational Environment, Elementary Secondary Education, House Plan, *Organizational Change, Organizational Development, Research Reports, School Culture, *School Restructuring, *School Size, *Small schools

This bulletin contains synopses of five works that consider the issue of school size from a variety of viewpoints. (1) "School Size' School Climate, and School Performance" (Kathleen Cotton) reviews the research evidence on school size, finding strong support for the advantages of small schools. (2) "Is Bigger Really Better?" (Kenneth Stevenson and Leonard Pellicer) examines a number of studies and concludes that neither small nor large schools have a decisive advantage. (3) "Taking Stock: The Movement to Create Mini-Schools, Schools-Within-Schools, and Separate Small Schools" (Mary Anne Raywid) discusses different ways that small schools can be nurtured within large buildings. (4) "The Big Benefits of Smallness" (Deborah W. Meier), drawing from the author's experience as a small-school pioneer, describes the many benefits of small schools. (5) "Smaller Is Better" (Veronica Anderson) tells how one elementary school in Chicago has transformed itself from a large school to a cluster of small schools in the same building. (RIB)

ED 429 330 EA 029 522
Gaustad, Joan
Implementing Looping. ERIC Digest, Number 123.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EA-98-7
Pub Date—1998-12-00
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, Elementary Secondary Education, Instructional Innovation, *Teaching Methods
Identifiers—ERIC Digests, *Looping (Teachers)

This Digest explores the practice of looping, a pedagogical strategy in which a teacher advances from one grade level to the next along with his or class. It describes how teachers and students in looping classes need not start from scratch every fall, learning new sets of names and personalities. By spending several years with a class, teachers can accumulate more indepth knowledge of students' personalities, learning styles, strengths, and weaknesses. Studies have shown that students in looping classes scored substantially higher on standardized tests of reading and mathematics than did students in regular classes, even when both groups were taught by the same teacher. Looping is compatible with other practices and can facilitate assessment and whole-language approaches. It can be used from kindergarten through high school, but in the United States it is most common at the primary- and middle-school levels. Older students in looping may have a tendency to form cliques, and the extended time together may exacerbate some problems that could be endured for a single year. Even so, looping is easier to implement than many educational reforms and can succeed if extra care is devoted to teacher training and to a class's composition. Contains 10 references. (RJM)

ED 429 334 EA 029 712
DeKalb, Jay
Student Truancy. ERIC Digest, Number 125.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EA-99-1
Pub Date—1999-04-00
Contract—ED-99-C0-0011
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attendance Patterns, Delinquency Prevention, Elementary Secondary Education, *Prevention, Program Descriptions, Student Welfare, *Truancy, Youth Problems
Identifiers—ERIC Digests

This Digest examines some of the ways that truancy affects both individuals and society. It identifies factors that may place students at greater risk of becoming truant and lists some consequences of nonattendance, including delayed promotion and graduation, lowered self-esteem, and lessened employment potential. The causes of truancy vary among individuals. Guidelines for creating effective attendance policies should be consistently enforced, and absences should be followed up by a telephone call or a letter. Many school districts have adopted a hardline approach to reducing unexcused absenteeism; in one such district, truancy rates were reduced 45 percent when truants and their parents were taken to court. Data also show that truancy can be controlled within the school; the power of peer influence was revealed in one study in which 84 percent of the interviewed truants said their friends skipped school. Administrators may also use new software to track student absences. Ways in which the community can become involved include pairing students with volunteer mentors who then work to foster students' career interests, or special programs where students not attending school are reported to the county attorney who then works to help the students back into the school and/or work environment. (RJM)

ED 429 343 EA 029 746
Hertling, Elizabeth
Peer Review of Teachers. ERIC Digest, Number 126.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EA-99-2
Pub Date—1999-05-00
Contract—ED-99-C0-0011
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Faculty Development, *Peer Evaluation, *Personnel Evaluation, Professional Development, *Teacher Improvement
Identifiers—ERIC Digests

This digest examines peer review, focusing on how these types of reviews can improve teacher competence. Peer review is often linked to peer assistance, which helps new and veteran teachers improve their knowledge and skills. In peer-review programs, consulting teachers conduct formal evaluations and recommend whether the participating teacher should be retained or let go. Programs in Columbus and Toledo, Ohio, have shown that peer review not only helps schools retain teachers, it also provides ongoing evaluations for teachers. Some of the potential benefits of peer review include more teachers receiving help and more incompetent teachers being dismissed. Under peer review, teachers take a more active role in their progression, and teachers and principals can become allies in improving teaching standards. However, critics of peer review say that it presents legal problems for local union affiliates in that consulting teachers could be classified as supervisors and thus lose their bargaining-unit status. Those opposing peer review also claim that it does not address the real problems that lie behind teacher quality. Overall, the future of peer review remains uncertain; currently, only a handful of districts practice peer review, making it difficult to draw conclusions. (RJM)

ED 430 320 EA 029 849
Hertling, Elizabeth
Performance Contracts for Administrators. ERIC Digest, Number 127.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EA-99-3
Pub Date—1999-06-00
Contract—ED-99-C0-0011
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207; Tel: 541-346-5043; Tel: 800-438-8841 (Toll Free); Fax: 541-346-2334; Web site: http://www.uoregon.edu
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Effectiveness, *Educational Administration, Elementary Secondary Education, Instructional Leadership, Management by Objectives, *Performance Contracts, *Personnel Evaluation, School Administration, *Superintendents
Identifiers—ERIC Digests

This digest explores the strategy of paying school administrators based on performance contracts. A performance contract is an agreement between an administrator—typically a superintendent—and the school board that links the administrator's pay to indicators of job performance. Most commonly, performance contracts include bonuses for a job well done and, less often, salary decreases for poor performance. The digest examines which indicators, such as student achievement, should be used to evaluate administrators' performance, and it outlines the pros and cons of linking these indicators to performance. It discusses the reasons behind offering administrators performance contracts when other education employees are not compensated in this way. It details the potential benefits of performance contracts, such as the clarification of goals, the relative ease in dismissing a poorly performing administrator, and the symbolic demonstration of accountability that comes with such contracts. The final section of the digest outlines what critics say about performance contracts, particularly the worry that administrators will not be given the necessary resources to achieve their goals and the concern that if a larger paycheck is needed to motivate a superintendent then the problem may not be solvable through a contract. Contains 10 references. (RJM)

ED 431 209 EA 029 500

Lashway, Larry

Measuring Leadership: A Guide to Assessment for Development of School Executives.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-140-9

Pub Date—1999-00-00

Contract—RR93002006

Note—128p.; Foreword by Kenneth Leithwood.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207; Web site: http://eric.uoregon.edu; Tel: 541-346-5044; Fax: 541-356-2334 ($9.75).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Effectiveness, *Administrator Evaluation, Educational Administration, Elementary Secondary Education, *Evaluation Methods, *Instructional Leadership, Management Development, Principals, *School Administration

This is a "how to" book for school-leader selection, appraisal, and development. It focuses on ways in which to measure components of leadership so that leadership evaluation can move beyond impressionistic opinions. The text is divided into five chapters. The rationale for leadership assessment, along with the dangers to be avoided in such assessment, are explored in the first chapter. Chapter 2 provides an overview of various perspectives on leadership. A selective review of the non-school-leadership literature is followed by a brief treatment of the school-leadership literature. Examples of instruments used to assess leadership, viewed from each of the different perspectives, are referred to throughout the chapter. Chapters 3 and 4 examine the interdependence of the needs of every school district, the forms of leadership best suited to meet those needs, and strategies for choosing a leadership-assessment instrument. These two chapters address how to select an instrument for a school district and then how to interpret and use the data generated by such an instrument. Technical issues are also examined. In the last chapter, nearly 20 instruments for assessing leadership are described, including their purposes, basic features, type of feedback garnered, and appropriate followup. (RJM)

EC

ED 423 633 EC 306 705

Teaching Children with Attention Deficit/Hyperactivity Disorder: Update 1998. ERIC Digest E569.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-98-7

Pub Date—1998-09-00

Contract—RR93002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 800-328-0272 (Toll-Free); e-mail: ericec@cec.sped.org; Web site: http://www.cec.sped.org/ericec.htm.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, *Attention Deficit Disorders, Attention Span, *Behavior Modification, Classroom Environment, Classroom Techniques, *Clinical Diagnosis, Definitions, Disability Identification, Educational Strategies, Elementary Secondary Education, *Hyperactivity

Identifiers—ERIC Digests

This digest defines attention deficit disorders (ADD), provides the attention span, hyperactivity, and impulsivity criteria for diagnosing ADD, and identifies successful strategies for teachers working with children with ADD. Strategies are provided for: (1) establishing the proper learning environment, including seating students with ADD near the teacher's desk, placing these students up front with their backs to the rest of the class, surrounding students with ADD with good role models, and avoiding distracting stimuli; (2) giving instructions to students with ADD/ADHD, such as maintaining eye contact during verbal instructions, making directions clear, simplifying complex directions, repeating instructions if needed, making certain students comprehend the instructions before beginning the task, and helping students feel comfortable with seeking assistance; (3) giving assignments, including giving out only one task at a time, monitoring frequently, modifying assignments as needed, developing an individualized education program, giving extra time, and making sure knowledge is tested and not attention span; and (4) modifying behavior and enhancing self-esteem by providing supervision and discipline by having pre-established consequences for misbehavior and administering consequences immediately and consistently, and providing encouragement by rewarding more than punishing and praising good behavior and performance. (CR)

ED 423 654 EC 306 760

Orkwis, Raymond McLane, Kathleen

A Curriculum Every Student Can Use: Design Principles for Student Access. ERIC/OSEP Topical Brief.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA. ERIC/OSEP Special Project on Interagency Information Dissemination.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002005

Note—21p.

Available from—ERIC/OSEP Special Project, The ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel/TTY: 800-328-0272 (Toll-Free); Fax: 703-620-2521; e-mail: ericec@cec.sped.org; Web site: http://www.cec.sped.org/ericec.htm

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Assistive Devices (for Disabled), *Curriculum Development, *Disabilities, Elementary Secondary Education, Equal Education, *Inclusive Schools, *Regular and Special Education Relationship

Identifiers—*Academic Accommodations (Disabilities), *Universal Design

This publication addresses issues involved in universal design for learning as they relate to full access to the general education curriculum for students with disabilities. It begins by discussing curriculum access and student engagement according to the federal mandates, which require students with disabilities to be given the opportunity to participate in the general education curriculum. Universal design for learning is described as providing flexible curricula materials and activities that offer alternatives for students with disparities in abilities and backgrounds. Charts illustrate how universal design for products and environments differs from universal design for learning, with its three essential curriculum qualities (representation, expression, and engagement). The publication closes with suggested first steps in implementing universal design for learning. An appendix provides a framework that summarizes the salient principles of universal design in a practical context to help teachers and other interested individuals consider how the tools employed in the classroom can realistically provide broader access to the curriculum for all students. It describes alternatives that reduce perceptual barriers, cognitive barriers, motor and cognitive barriers to expression, and describes alternative ways of encouraging engagement in the learning environment. (CR)

ED 425 567 EC 306 687

VanTassel-Baska, Joyce

Planning Science Programs for High Ability Learners. ERIC Digest E546.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-96-1

Pub Date—1998-09-00

Contract—RR93002005

Note—6p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1900 Association Drive, Reston, VA 20191-1589; Tel: 800-328-0272 (Toll Free); Fax: 703-620-2521; e-mail: ericec@cec.sped.org; Web site: http://www.cec.spec.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Check Lists, Concept Formation, *Curriculum Development, Educational Change, Educational Principles, Elementary Secondary Education, *Learning Processes, Questionnaires, *Science Curriculum, *Science Education, Student Characteristics, Teaching Methods, Theory Practice Relationship

Identifiers—ERIC Digests

This digest addresses principles of planning science programs for high ability learners. It notes various evaluation reports that have reviewed needs in science learning and teaching, identified essential science concepts and processes, and evaluated teacher enhancement programs and curricula. Research on gifted learners in science is briefly reviewed, noting the effectiveness of accelerated courses for groups of students with high science aptitudes and the value of problem-based learning in teaching science to this population. The digest identifies the following important elements of a science curriculum for gifted students: an emphasis on learning concepts; an emphasis on higher level thinking; an emphasis on inquiry, especially problem-based learning; an emphasis on the use of technology as a learning tool; and an emphasis on learning the scientific process by using experimental design procedures. Teachers are urged to consider the following approaches to science curriculum reform: (1) selection of modular materials rather than basals for classroom use; (2) training of teachers in content-based pedagogy; and (3) employment of curriculum monitoring processes in schools. The Curriculum Reform Classroom Indicators checklist is attached. (DB)

ED 426 517 EC 306 704

Warger, Cynthia

Integrating Assistive Technology into the Standard Curriculum. ERIC/OSEP Digest E568.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-98-6

Pub Date—1998-08-00

Contract—R193002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 800-328-0272 (Toll free); e-mail: ericec@cec.sped.org; Web site: http://www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Appropriate Technology, *Assistive Devices (for Disabled), *Disabilities, Elementary Secondary Education, Inclusive Schools, *Individualized Education Programs, Literacy, Mainstreaming, Mathematics Instruction, Science Instruction, *State Programs, State School District Relationship

Identifiers—ERIC Digests

This digest discusses how assistive technology (AT) for students with disabilities can expand access to the general education curriculum. It begins by describing the Education TECH Point system which offers educators a strategy for identifying specific points in the planning process where AT should be considered, including: initial referral question, evaluation questions, extended assessment questions, plan development questions, implementation questions, and periodic review questions. At each point, questions are posed which reflect issues that must be addressed. The digest also addresses how states can support local education agencies in meeting new requirements to consider AT in each child's Individualized Education Program (IEP). States are urged to have a clear policy on AT that includes: (1) desired AT outcomes; (2) policies for delivery of AT services; (3) staff development and technical assistance policies; (4) verification that the technology plan includes research-based practices; (5) mechanisms for interdisciplinary involvement; (6) policies for purchasing, using, and managing AT equipment; (7) strategies for obtaining funding; and (8) strategies for communicating these policies. Research-based applications that illustrate how AT can enhance literacy goals, improve access to the science curriculum, and improve concept development in mathematics are provided. (CR)

ED 427 448 EC 307 010

Gersten, Russell Baker, Scott K. Marks, Susan Unok

Teaching English-Language Learners with Learning Difficulties: Guiding Principles and Examples from Research-Based Practice.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.; Council for Exceptional Children, Reston, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-331-8

Pub Date—1998-10-00

Contract—RR93002005

Note—72p.; "This publication is an expansion of 'Strategies for Teaching English-Language Learners,' by Russell Gersten, Scott K. Baker, and Susan Unok Marks,which appeared as a chapter in 'Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms,' Karen R. Harris, Steve Grahm, and Don Deshler, eds."; see ED 414 396.

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classroom Techniques, Curriculum Design, *English (Second Language), Focus Groups, Instructional Effectiveness, Language Impairments, *Learning Disabilities, *Limited English Speaking, Peer Relationship, Research Utilization, *Teaching Methods, *Theory Practice Relationship

This guide provides practical information for teachers and others working with students who have learning difficulties (such as learning or language disabilities) and for whom English is a second language. Emphasis is on productive instructional strategies and approaches. The book is based on results of focus groups comprised of practicing teachers as well as a review of the research literature on effective instructional practices with English-language learners. Following an introductory chapter, the underlying concepts of "comprehensible input" and "meaningful access to the general curriculum" are explained in the next two chapters. Chapter 4 addresses problems in trying to provide meaningful access through comprehensible input, whereas chapter 5 considers approaches to increasing meaningful access through comprehensible input. Chapter 6 focuses on the teaching of academic language and chapter 7 offers useful initial teaching strategies. The following chapter considers what teachers can do to provide meaningful access to the general curriculum. Chapter 9 offers specific strategies to build comprehension and other language abilities. The final chapter explains key instructional principles such as teacher "think alouds" and modeling, use of concrete examples to explain concepts, importance of consistent language, the need to balance cognitive and language demands, and the value of peers in language development. (Contains 54 references.) (DB)

ED 429 396 EC 307 134

Knoblauch, Bernadette Sorenson, Barbara

IDEA's Definition of Disabilities. ERIC Digest E560.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-97-7

Pub Date—1998-04-00

Contract—RR93002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 800-328-0272 (Toll Free); e-mail:ericec@ced.sped.org; Web site: http://www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Definitions, *Disabilities, *Disability Identification, Educational Legislation, Elementary Secondary Education, *Eligibility, Federal Legislation, Special Education

Identifiers—ERIC Digests, *Individuals with Disabilities Education Act

This digest analyzes the definitions of disability in the Individuals with Disabilities Education Act (IDEA). It notes that, in order to be eligible for special education services under the act, the child must meet two criteria: (1) he/she must have one or more of the specific disabilities listed in the act, and (2)he/she must require special education and related services. Definitions of the following specific disabilities listed in the act are included: autism, deafness, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment, including blindness. Requirements under IDEA for multidisciplinary evaluation and the inclusion of students with disabilities in regular classrooms whenever possible are also briefly noted. (DB)

ED 429 397 EC 307 135

Knoblauch, Bernadette

Teaching Children with Tourette Syndrome. ERIC Digest E570.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-98-8

Pub Date—1998-10-00

Contract—RR93002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 800-328-0272 (Toll Free); e-mail:ericec@ced.sped.org; Web site: http://www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attention Deficit Disorders, Behavior Problems, Classroom Environment, *Classroom Techniques, Elementary Secondary Education, Inclusive Schools, Individualized Instruction, Learning Disabilities, *Neurological Impairments, Special Health Problems, *Student Characteristics, Student Needs

Identifiers—ERIC Digests, *Tourette Syndrome

This digest provides basic information on Tourette Syndrome (TS) as well as guidelines for appropriate classroom accommodations. It reports that about 100,000 Americans have diagnosed TS with symptoms including multiple motor and vocal tics; frequent (daily) occurrence of bouts of tics; periodic changes in the number, frequency, and severity of the tics; and onset before age 18. The paper notes commonly associated behaviors including obsessions, compulsions and ritualistic behaviors, attention deficit disorder, learning disabilities, and difficulties with impulse control. Tips for establishing the proper learning environment include giving permission to leave the classroom when tics become overwhelming and working with other students to minimize ridicule and teasing. Specific accommodations are also suggested for writing problems (such as cutting down on required copying), language problems (such as giving directions only one or two steps at a time), and attention problems (such as seating the child in front of the teacher to minimize the visual distraction of classmates. (DB)

ED 429 419 EC 307 167

Fitzsimmons, Mary K.

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA. ERIC/OSEP Special Project on Interagency Information Dissemination.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.

Report No. —EDO-EC-98-10

Pub Date—1998-11-00

Contract—RR9302005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; Tel: 800-382-0272 (Toll Free); e-mail: ericec@cec.sped.org; Web site: http://www.cec.spec.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, *Antisocial Behavior, At Risk Persons, *Behavior Disorders, Behavior Modification, Behavior Problems, Classroom Techniques, Coping, Educational Environment, Elementary Secondary Education, *Emotional Disturbances, Family Role, Intervention, *Prevention, Social Support

Groups, Symptoms (Individual Disorders), *Violence

Identifiers—ERIC Digests, Individuals with Disabilities Education Act

This digest discusses the need for troubled students to receive habilitative services instead of haphazard punishment, then outlines sources of frustration for aggressive students and stages of frustration (anxiety, stress, defensiveness, physical aggression, and tension reduction), and appropriate responses. Teachers are advised to prevent antisocial behavior by using available curriculum to divert antisocial children from a path leading to adjustment problems by tailoring interventions to students who show at risk status with individual counseling and one-on-one behavior management plans and providing wraparound services that extend beyond the school building to encompass family and social support services. The digest also provides strategies to cope with students with aggressive and violent tendencies, including: (1) practice for a crisis; (2) train all staff to respond to student aggression; (3) dress appropriately by wearing low heels, loose-fitting garments, and omitting dangling earrings and sharp jewelry; (4) move items of value out of reach; (5) establish trust and rapport with students; (6) define behavioral expectations and apply consequences for rule compliance and noncompliance; (7) remain calm and in control; and (8) maintain a therapeutic attitude. The digest closes by reviewing relevant requirements under the Individuals with Disabilities Education Act. (CR)

ED 429 420 EC 307 168

Fitzsimmons, Mary K.

Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA. ERIC/OSEP Special Project on Interagency Information Dissemination.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.

Report No. —EDO-EC-98-9

Pub Date—1998-11-00

Contract—RR9302005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; Tel: 800-382-0272 (Toll Free); e-mail: ericec@cec.sped.org; Web site: http://www.cec.spec.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Behavior Disorders, *Behavior Modification, Behavior Problems, *Disabilities, Educational Legislation, Educational Planning, Elementary Secondary Education, Evaluation Methods, Federal Legislation, *Individualized Education Programs, Intervention, *Student Evaluation

Identifiers—ERIC Digests, *Functional Behavioral Assessment, Individuals with Disabilities Education Act

This digest discusses the new requirement under the Individuals with Disabilities Education Act that Individualized Education Program teams conduct a functional behavioral assessment (FBA) and implement behavior intervention plans that include positive behavioral interventions and supports for students with disabilities. It describes the purpose of a functional assessment and outlines key steps that are common to most FBAs, including: (1) verify the seriousness of the problem; (2) define the problem behavior in concrete terms; (3) collect data on possible causes of problem behavior; (4) analyze the data; and (5) formulate and test a hypothesis. The digest then addresses behavior intervention plans and the need to implement intervention plans that emphasize skills needed by the student to behave in a more appropriate manner and that provide proper motivation. Tips for evaluating the plan are also included. (CR)

ED 430 325 EC 306 792

Knoblauch, Bernadette

An Overview of the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17). ERIC Digest.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-97-8

Pub Date—1998-06-00

Contract—RR93002005

Note—3p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 800-328-0272 (Toll-Free); e-mail: ericec@cec.sped.org; Web site: http://www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, *Disabilities, Disability Identification, *Discipline, *Due Process, Early Childhood Education, Educational Change, *Educational Legislation, Elementary Secondary Education, Federal Legislation, Inclusive Schools, *Individualized Education Programs, Mainstreaming, Parent Participation, *Student Evaluation, Teacher Education

Identifiers—Amendments, ERIC Digests, *Individuals with Disabilities Educ Act Amend 1997, Mediation, Reauthorization Legislation

This ERIC digest provides highlights of the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17). Changes to general provisions of the law are explained, as well as changes in other areas, such as outcomes and standards, evaluations and curriculum, procedural safeguards, discipline, early intervention, and teacher training and preparation. Specific changes include: (1) participation of students with disabilities in state and district-wide assessment programs; (2) development and review of the Individualized Education Program, including increased emphasis on participation of children and youth with disabilities in the general education curriculum; (3) enhanced parent participation in eligibility and placement decisions; (4) streamlined student evaluation/reevaluation requirements; (5) the availability of mediation services as a means for effectively resolving parent-school differences; (6) disciplinary procedures for students with disabilities, including allowing for an appropriate interim alternative education setting; (7) allowing children ages 3-9 to be identified as developmentally delayed; and (8) the creation of a new system of grants to improve results for students with disabilities through system reform, emphasizing personnel training and training for regular education teachers of early grades. (CR)

ED 430 344 EC 307 192

Willard-Holt, Colleen

Dual Exceptionalities. ERIC Digest E574.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-99-2

Pub Date—1999-04-00

Contract—ED-99-CO-0026

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 800-328-0272 (Toll Free); e-mail: ericec@cec.sped.org; Web site: http://www.ericec.org

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Identification, Attention Deficit Disorders, Disability Identification, Elementary Secondary Education, *Gifted Disabled, Hyperactivity, *Special Needs Students, *Student Characteristics, Student Evaluation, Student Needs

Identifiers—ERIC Digests

Gifted students with disabling conditions remain a major group of underserved and understimulated youth. This digest stresses the importance of both accommodating the disability appropriately while recognizing and nurturing the individual's intellectual strengths. Discussion of assessment is followed by a series of lists intended to assist parents and teachers in recognizing intellectual giftedness in the presence of a disability: gifted students with visual impairments, gifted students with physical disabilities, gifted students with hearing impairments, and gifted students with learning disabilities. Three additional lists are intended to help distinguish between gifted students who are bored and students who have an attention deficit hyperactivity disorder. The final section considers implications for students with dual exceptionalities in lists which address implications for identification, instruction, and classroom dynamics. (DB)

ED 431 247 EC 306 196

Fitzsimmons, Mary K.

Including Students with Disabilities in Large-Scale Testing: Emerging Practices. ERIC/OSEP Digest E564.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1998-02-00

Contract—RR93002005

Note—4p.

Available from—ERIC/OSEP Special Project, Eric Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 800-328-0272 (Toll Free); e-mail: ericec@cec.sped.org, Web site: http://www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), *Disabilities, *Educational Assessment, Educational Legislation, Elementary Secondary Education, Inclusive Schools, Recordkeeping, State Standards, *Student Participation, Test Results

Identifiers—Alternative Assessment, ERIC Digests, *Individuals with Disabilities Educ Act Amend 1997, *Testing Accommodations (Disabilities)

This brief identifies practices that include students with disabilities in large-scale assessments as required by the reauthorized and amended 1997 Individuals with Disabilities Education Act. It notes relevant research by the National Center on Educational Outcomes and summarizes major findings of studies funded by the U.S. Office of Special Education Programs concerning appropriate accommodations, alternate assessments, and reporting of results. In the area of appropriate accommodations, the paper finds great variations across disability groups and from district to district and state to state. Efforts to embed curriculum-based measurement into the process, develop a classification of accommodations, and create standardized methods for determining accommodation validity are summarized. Addressing alternate assessments, the paper notes efforts in Kentucky to use portfolio assessments and in Maryland to measure outcomes that are life-skills oriented. Concerning the reporting of results, the paper describes an effort in Long Beach, California, to tie large-scale assessments to school effectiveness policies and include all special education students. (DB)

FL

ED 421 898 FL 801 246

Allender, Susan Chou

Adult ESL Learners with Special Needs: Learning from the Australian Perspective. ERIC Q & A.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-06-00

Contract—RR93002010

Note—6p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Classroom Techniques, Curriculum Design, Educational Background, *Educational Needs, Educational Strategies, *English (Second Language), Foreign Countries, *Illiteracy, *Immigrants, Land Settlement, *Literacy Education, Older Adults, Program Design, Second Language Instruction, Second Language Learning, Student Characteristics, Student Needs

Identifiers—Australia

A discussion of adult learners of English-as-a-Second-Language (ESL) with special needs draws on what has been learned in an Australian program of adult immigrant ESL education and acculturation. It summarizes research undertaken within this program to identify groups of adult learners with special needs and the learning barriers that face them, gives examples of curriculum strategies, classroom practices, and policy initiatives developed to overcome these barriers and improve the effectiveness of learning, and identifies issues still to be resolved. Learner characteristics found to affect the pace and success of formal language learning include these: lack of or limited formal education; no experience of formal learning as adults; disrupted education due to war or other political crisis; first-language functional illiteracy; background in non-roman script language; old age; trauma; and significantly different cultural backgrounds and educational perspectives. Curriculum strategies, classroom practices, program design elements, and policy initiatives to address each of these circumstances are outlined. Issues remaining to be resolved include: measuring instructional effectiveness over time; providing for lifelong learning; providing alternative sin employment; and creating a new paradigm supporting productive diversity. (Contains 29 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 899 FL 801 247

Weinstein, Gail

Family and Intergenerational Literacy in Multilingual Communities. ERIC Q & A.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-06-00

Contract—RR93002010

Note—6p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Community Programs, Cultural Pluralism, Curriculum Design, *Educational Needs, Educational Policy, *Educational Trends, *Family Literacy, Family Programs, Grouping (Instructional Purposes), Instructional Materials, *Intergenerational Programs, *Literacy Education, Program Design, Public Policy, Trend Analysis

A discussion of family and intergenerational programs promoting literacy reviews selected research, current policies, goals, models for program design, and curriculum approaches. Research informing both family and intergenerational literacy programs includes early research on literacy in school-age children and more recently, studies of literacy practices within social and political contexts. Legislative and policy initiatives and privately-sponsored programs have influenced and continue to affect family literacy work. Goals of family and intergenerational programs vary, including: improving school achievement; improving skills, attitudes, values, and behaviors surrounding reading; developing advocacy for schooling; and reconnecting generations in positive ways. Several basic program models are in use, each designed to address the characteristics of participants. Both heterogeneous and homogeneous groupings are used. Curricula and materials used are influenced largely by program goals. Promising trends in family and intergenerational literacy include collaboration between parents and schools to promote more effective programs, efforts to strengthen families and communities, planning and instruction beginning with inquiry into learners' lives, targeting of learner-defined needs, encouragement of intergenerational sharing of knowledge; and fostering of learning among communities among both learners and practitioners. (Contains 34 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 900 FL 801 248

Florez, MaryAnn Cunningham

Adult ESL Literacy Resources in the ERIC System.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002010

Note—5p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Adult Education, Information Retrieval, *Information Services, Information Sources, *Information Systems, *Literacy Education, Online Searching, Reference Materials, Reference Services, *Search Strategies, World Wide Web

Identifiers—*ERIC, ERIC Clearinghouses, National Clearinghouse for ESL Literacy Education

The guide provides a quick reference to the database, services, and additional resources of the ERIC System that may be of use in adult English-as-a-Second-Language (ESL) literacy work. It first explains the role of the National Clearinghouse for ESL Literacy Education, then describes the ERIC database and the kinds of adult ESL literacy materials contained in it, outlines a strategy for planning a database search, lists common descriptors used in the database for adult ESL concepts, and lists points of access to the ERIC system, including electronic mail and World Wide Web addresses, print resources, services for obtaining print copies of materials, and ACCESS ERIC, the agency that coordinates the ERIC system's outreach, dissemination, and marketing functions and provides general reference and referral services. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 667 FL 025 402

Qualities of Effective Programs for Immigrant Adolescents with Limited Schooling. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-FL-98-07

Pub Date—1998-07-00

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 4646 40th Street, NW, Washington, DC 20016; Tel: 800-276-9834 (Toll-Free); Web site: http://www.cal.org/ericcll

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Attainment, *English (Second Language), *Immigrants, Professional Development, Program Design, Program Effectiveness, Program Implementation, Second Language Instruction, Secondary Education, *Secondary School Students, Student Placement

Identifiers—ERIC Digests

This Digest discusses the increase in the number of immigrant secondary school students who come to the United States with limited education and effective programs for serving this student population. For these students to succeed in school, they must learn to read, write, understand, and speak English, develop academic literacy in English to make the transition to the labor force or into other educational programs, and become socialized into American society during adolescence, a period of dramatic emotional and physical change. Factors essential in designing an effective program for these students are discussed, including program location, program structure, registration and placement procedures, transitions to other programs, comprehensive services and family involvement, and staff background and professional development. Components of successful secondary school programs are highlighted, including affective factors, instruction, comprehensive services, and professional development. (JL)

ED 423 706 FL 025 536

Kloss, Heinz

The American Bilingual Tradition. Language in Education: Theory and Practice No. 88.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.; Center for Applied Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1887744-02-9

Pub Date—1998-00-00

Contract—RR93002010

Note—489p.; "Considered a reprint edition, rather than a revised edition, because we have made no changes to the content of Kloss's original text," but "With a new introduction by Reynaldo F. Macias and Terrence G. Wiley." For the 1977 edition reprinted here, see ED 145 680.

Available from—Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050 ($22.95).

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, *Civil Rights, Federal Legislation, *Immigrants, Land Settlement, *Language Minorities, Language Role, Minority Groups, Native Language Instruction, *Public Policy, *United States History

The history of language policy in the United States is explored, focusing on the rights of language minorities. The first chapter presents constitutional and ethnolinguistic background information and gives an overview of the main categories of language rights. Chapter two describes the extent to which the federal government has or has not made use of and promoted languages other than English. The third chapter outlines American achievements in toleration-oriented minority rights, and the fourth examines minority rights extended to promote language use among post-independence immigrant groups. Chapters five through eight describe the promotive language rights granted in various geographic areas, including mainland United States (large old- settler groups and smaller groups of original settlers), outlying areas that became states, and overseas possessions that did not attain statehood. Contents are indexed. (Contains 694 references.) (MSE)

ED 423 711 FL 801 249

Burt, Miriam Keenan, Fran

Trends in Staff Development for Adult ESL Instructors. ERIC Q & A.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.
Pub Date—1998-06-00
Contract—RR93002010
Note—6p.
Available from—NCLE, 4646 40th Street NW, Washington, DC 20016-1859.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Learning, Educational Needs, Educational Policy, Educational Trends, *English (Second Language), Enrollment Trends, *Language Teachers, Literacy Education, Public Policy, Second Language Instruction, Second Language Learning, *Staff Development, Trend Analysis

Because of the high and rising numbers of adult students of English as a Second Language (ESL), the need for qualified teachers is strong. Instructors need to know how to work with a learner population that is diverse in race, culture, native language, economic status, motivation, and educational background. They also need to know how adults learn best and how instruction can best facilitate this learning, and in particular, how adults learn a second language. An inquiry-based model for staff development, using systematic, intentional teacher research on school and classroom work addresses a number of professional development concerns for this population. Federal and state initiatives provide some support for staff development programs and resources, a number of states (including California, Illinois, Texas, Massachusetts, and Virginia) have notable programs. Some of the challenges to good staff development are minimal state and local certification requirements, the part-time nature of adult instruction, high staff turnover rates due to working conditions, a limited research base for adult instruction, and limited resources. Promising practices for staff development include distance education and electronic networking. Contains 28 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 424 788 FL 025 612

Scheduling Foreign Languages on the Block. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-FL-98-09
Pub Date—1998-10-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org/ericcll
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advanced Courses, *Articulation (Education), *Block Scheduling, Educational Strategies, Elementary Secondary Education, Language Proficiency, Retention (Psychology), Second Language Instruction, Second Language Learning, Time Factors (Learning)
Identifiers—ERIC Digests

This digest provides a description of block scheduling and discusses specific advantages, concerns, and considerations of block scheduling and foreign language instruction and learning. Block scheduling is a reorganization of school time that comes in many complex variations, including 4x4 (four blocks of 90 minutes each) and A/B (eight blocks taught on alternate days throughout the year) schedules. Advantages discussed include more concentration in the language being studied, the potential of longer class periods, more opportunities to offer and take advanced courses, an increased number of possibilities for selecting electives, and more time to internalize the language. Concerns and considerations include sequencing of foreign language courses, availability of courses, development of language proficiency, language retention, and articulation. Scheduling issues are also addressed. Included are several suggestions for scheduling foreign language courses on the block. (JL)

ED 424 789 FL 025 613

Straight, H. Stephen
Languages across the Curriculum. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-FL-98-08
Pub Date—1998-10-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org/ericcll
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Curriculum Design, Higher Education, Instructional Materials, *Interdisciplinary Approach, Program Design, *Second Language Instruction, Student Motivation, Teaching Methods
Identifiers—*Content Area Teaching, ERIC Digests, *Language Across the Curriculum

This digest discusses Language Across the Curriculum (LAC), an approach to teaching language that works with faculty in other content areas to identify the specific vocabulary and genres that students need in order to function effectively in another language in their respective disciplines. LAC also draws from the content-based approach to language instruction. This approach is designed with the idea that instruction that emphasizes purposeful comprehension and communicative production yields superior receptive and expressive vocabulary, complexity, and fluency. LAC aims to facilitate the use of languages in a variety of meaningful contexts and to motivate and reward students for using their multilingual skills in every class they take at each level in the university curriculum. Specific sections address the origins and aims of LAC, design variants in LA programming, and LAC challenges and opportunities. (Contains 12 references.) (JL)

ED 424 790 FL 025 614

Developing Language Proficiency and Connecting School to Students' Lives: Two Standards for Effective Teaching. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-FL-98-11
Pub Date—1998-11-00
Contract—RR93002010
Note—4p.; Based on a report published by the Center for Research on Education, Diversity & Excellence: "Pedagogy Matters: Standards for Effective Teaching Practice" by Stephanie Stoll Dalton. See FL 025 564.
Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org/ericcll
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, *Classroom Techniques, Cultural Awareness, Elementary Secondary Education, English (Second Language), *Family Environment, *High Risk Students, Kindergarten, *Language Proficiency, *Literacy Education, Low Achievement, Second Language Learning
Identifiers—ERIC Digests

The Center for Research on Education, Diversity & Excellence (CREDE) has developed five standards for effective teaching and learning for all students, including those placed at risk for academic achievement. These standards emerge from principles of practice that have proven successful with majority and minority at-risk students in numerous classrooms. This digest focuses specifically on two of these standards: developing language and literacy across the curriculum and connecting school to students' lives. Examples of how these standards are implemented into the classroom are provided, and indicators are introduced for each standard, revealing its action components and their functions in teaching and learning. (JL)

ED 424 791 FL 025 615

Brecht, Richard D. Ingold, Catherine W.
Tapping a National Resource: Heritage Languages in the United States. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-FL-98-12
Pub Date—1998-11-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org/ericcll
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Heritage Education, Higher Education, Language Proficiency, *Native Language Instruction, *Native Speakers, Second Language Instruction, *Second Languages
Identifiers—ERIC Digests

This digest discusses the unprecedented U.S. need for individuals with highly developed competencies in English and one or more other languages and the untapped language resource: heritage language speakers. Sections address the range of proficiencies of heritage language speakers, the fragility of heritage languages, the limitations of current heritage language programs, deficits in the infrastructure of heritage language instruction, and the Heritage Language Initiative. (JL)

ED 424 792 FL 025 616

Crawford, James
Ten Common Fallacies about Bilingual Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-FL-98-09
Pub Date—1998-11-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org/ericcll
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Elementary Secondary Education, *English (Second Language), Hispanic Americans, *Instructional Effectiveness, Language Minorities, *Language Research, Limited English Speaking, Native Language Instruction, Second Language Learning
Identifiers—ERIC Digests

Although a growing body of research points to the potential benefits of bilingual education, there are a number of commonly held beliefs that run counter to research findings. Based on current research, this digest clarifies some of the myths and misconceptions surrounding language use and bilingual education in the United States. The fallacies highlighted include: (1) English is losing ground to other languages in the United States; (2) newcomers to the United States are learning English more slowly than in previous generations; (3) the best way to learn a language is through "total immersion"; (4) children learning English are retained too long in bilingual classrooms, at the expense of English acquisition; (5) school districts provide bilingual instruction in scores of native languages; (6) bilingual education means instruction mainly in students' native languages, with little instruction in English; (7) bilingual education is far more costly than English language instruction; (8) disproportionate dropout rates for Hispanic students demonstrate the failure of bilingual education; (9) research is inconclusive on the benefits of bilingual education; and (10) language-minority parents do not support bilingual education because they feel it is more important for their children to learn English than to maintain the native language (Contains 15 references.) (JL)

ED 424 793 FL 801 265

Research Agenda for Adult ESL.

National Clearinghouse for ESL Literacy Education, Washington, DC.; National Center for the Study of Adult Learning and Literacy, Boston, MA.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Teachers of English to Speakers of Other Languages, Inc., Alexandria, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002010, R309B600023
Note—32p.
Pub Type— ERIC Publications (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Adult Learning, Classroom Techniques, *Educational Policy, *English (Second Language), Inservice Teacher Education, *Instructional Effectiveness, *Language Research, Language Teachers, *Literacy Education, Program Evaluation, Public Policy, Research Needs, Second Language Instruction, Second Language Programs, Staff Development, Student Characteristics, Student Evaluation, Teacher Education, Teaching Methods

The research agenda for English-as-a-Second-Language (ESL) teaching and learning summarizes issues identified for further study by ESL professionals over the period of 1996-1998. The document is designed to provide funding agencies with clear priorities for research suggested by leaders in the field, provide researchers with support for proposing specific projects, and provide a focus for discussion about improvement of ESL programs. Recommendations are made for research and development in the areas of: adult ESL learners; program design, instructional content, and practices; teacher preparation and staff development; assessment and outcomes; policy; and priority issues. In each area but the last, five to ten specific research questions are presented. Contains 32 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 425 656 FL 025 636

Howard, Elizabeth R. Loeb, Michael I.

In Their Own Words: Two-Way Immersion Teachers Talk about Their Professional Experiences. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-FL-98-14
Pub Date—1998-12-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org.ericcll
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, English (Second Language), *Immersion Programs, Interviews, Language Minorities, *Language Teachers, Native Speakers, *Professional Development, Questionnaires, Second Language Instruction, Second Language Learning, Teacher Attitudes, Teacher Recruitment
Identifiers—Center for Research on Educ Diversity and Excel, ERIC Digests, *Two Way Bilingual Education

The last several years have seen a dramatic increase in the popularity of two-way immersion (TWI) programs around the country. These programs integrate native English speakers and language-minority students for academic instruction and aim to promote bilingual proficiency, high academic achievement, and cross-cultural awareness. The expanded popularity of these programs has meant a surge in the demand for and recruitment of TWI teachers. Thus far, there is little research documenting the teaching experiences or professional development needs of current teachers in this unique teaching environment. Research on TWI being conducted at the Center for Applied Linguistics (CAL) under the auspices of the Center for Research on Education, Diversity, & Excellence (CREDE) is investigating the professional development of TWI teachers. An important premise of the investigation is the belief that questions about how to prepare teachers to work in TWI settings are best answered by teachers themselves. For this reason interviews and questionnaires were used to elicit teachers' perspectives and to gain demographic information about this understudied population. The interviews and questionnaires elicited information on who the teachers are (e.g., native language, highest level of education), on their professional experiences, and on what they thought new TWI teachers should know. (Author/VWL)

ED 425 657 FL 025 637

Leloup, Jean Ponterio, Robert

Meeting the National Standards: Now What Do I Do? ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-FL-98-15
Pub Date—1998-12-00
Contract—RR93002010
Note—4p.; This digest is condensed from an article published in A. Vogely (Ed.), "Celebrating Languages: Opening All Minds!" (pp. 43-50). NYSAFLT Annual Meeting Series 14.
Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org.ericcll
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Curriculum Design, Educational Technology, Elementary Secondary Education, Interdisciplinary Approach, Lesson Plans, *National Standards, Second Language Instruction, Second Language Learning
Identifiers—ERIC Digests, *National Standards for Foreign Language Learning

This digest provides a basic introduction to the national standards in foreign language learning, essentially a set of content standards that define what students should know and be able to do in foreign language instruction in a K-12 sequence. First, background on the development of the standards is provided, and a description of the standards' basic purpose is outlined. The second section discusses the standards' organization around five main goals: communication, cultures, connections, comparisons, and communities. The eleven standards distributed among these goal categories are the content standards that ostensibly give foreign language students "the powerful key to successful communication: knowing how, when, and why to say what to whom." The third section provides some detail on what the standards mean for foreign language educators at state and local levels, with particular attention to curriculum design and lesson planning. Finally, an illustration is given of how interdisciplinary lessons, the use of technology, and community resources can be woven together to create an exciting and comprehensive project that addresses all the national standards. (VWL)

ED 425 658 FL 025 638

Knutson, Elizabeth M.

Reading with a Purpose: Communicative Reading Tasks for the Foreign Language Classroom. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-FL-98-13
Pub Date—1998-12-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org.ericcll
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communicative Competence (Languages), Curriculum Design, *Language Proficiency, *Reading Instruction, *Reading Skills, *Recreational Reading, *Second Language Instruction, Skill Development
Identifiers—ERIC Digests

In describing reading proficiency—the relative difficulty or ease that an individual reader experiences reading a particular text—researchers have recognized the importance of both text- and reader-based factors. This digest focuses on the factor of purpose, as determined by the reader or the instructional context. Having a purpose means having a reason to read and approaching a text with a particular goal in mind, whether that goal involves learning or entertainment. In both real-world and classroom situations, purpose affects the reader's motivation, interest, and manner of reading. The digest is organized under these headers: (1) pleasure reading in a foreign language; (2) the factor of interest; (3) reading purpose in the classroom and the concept of task; (4) textual analysis: working with meaning and form; (5) foreign language literacy and academic tasks; (6) pre-reading activities for the advanced level; (7) and uses of text across the curriculum. (Author/VWL)

ED 427 552 FL 801 277

Florez, MaryAnn Cunningham

Current Concepts and Terms in Adult ESL. ERIC Q & A.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-11-00
Contract—RR93002010
Note—6p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Action Research, *Adult Education, Cognitive Style, Computer Assisted Instruction, Definitions, *Educational Trends, *English (Second Language), Evaluation Methods, Family Programs, Identification (Psychology), Intergenerational Programs, Job Skills, Labor Force Development, Literacy Education, Multiple Intelligences, Reflective Teaching, Second Language Instruction, Vocational Education

Terms and concepts currently in use in adult English-as-a-Second-Language (ESL) instruction are defined and explained. They include: authentic or alternative assessment; computer-assisted language learning; critical literacy theory; family and intergenerational literacy; multiple intelligences and learning styles; practitioner inquiry, reflective teaching, and action research; project-based education; social identity; and workforce training, employability skills instruction, and SCANS (Secretary's Commission on Achieving Necessary Skills). In each case, the scope of the term is specified and references to current literature are made. The SCANS skills are summarized. Contains 25 references. (MSE)

ED 427 553 FL 801 278

Florez, MaryAnn Cunningham

Improving Adult ESL Learners' Pronunciation Skills. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-LE-98-04
Pub Date—1998-12-00
Contract—RR93002010
Note—4p.
Available from—NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700,

ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Communicative Competence (Languages), *English (Second Language), Language Skills, *Pronunciation, *Pronunciation Instruction, Second Language Learning

Identifiers—ERIC Digests

This digest reviews the current status of pronunciation instruction in adult English-as-a-Second-Language (ESL) classes. The current focus on communicative approaches to ESL instruction and the concern for building teamwork and communication skills in an increasingly diverse workplace are renewing interest in the role that pronunciation plays in adults' overall communicative competence. As a result, pronunciation is emerging from its often marginalized place in adult ESL instruction. Separate sections of the Digest highlight the history of pronunciation instruction, factors influencing pronunciation mastery, language features involved in pronunciation, incorporating pronunciation in the curriculum, and incorporating pronunciation in instruction. (Contains 8 references.) (Author/JL)

ED 427 555 FL 801 283

Silc, Kathleen Flannery

Using the World Wide Web with Adult ESL Learners. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-LE-98-05

Pub Date—1998-12-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700, ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Students, Class Activities, Classroom Techniques, *English (Second Language), Lesson Plans, Literacy Education, Second Language Instruction, Skill Development, *World Wide Web

Identifiers—ERIC Digests

This digest presents reasons for using World Wide Web activities in adult English-as-a-Second-Language (ESL) instruction. It addresses the issue of preparing learners to use the Web and suggests activities that focus on authentic learning experiences to enhance skills. Discussion is centered in skills developed through the World Wide Web, preparing learners for searching the World Wide Web, a procedure for a Web-based ESL lesson, and a sample lesson: 'Monitoring the Weather.' (Contains 8 references.) (Author/JL)

ED 427 556 FL 801 284

Moss, Donna Van Duzer, Carol

Project-Based Learning for Adult English Language Learners. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-LE-98-07

Pub Date—1998-12-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700, ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adults, *English (Second Language), Language Proficiency, Second Language Instruction, Second Language Learning, *Student Projects, *Teaching Methods

Identifiers—ERIC Digests

Project-based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. For example, learners may research adult education resources in their community and create a handbook to share with other language learners in their program, or they might interview local employers and then create a bar graph mapping the employers responses to questions about qualities they look for in employees. This digest provides a rationale for using project-based learning with adult English language learners, describes the process, and gives examples of how the staff of an adult English-as-a-Second-Language program have used project-based learning with adult learners at varying levels of English proficiency. (Author/JL)

ED 427 557 FL 801 285

Smallwood, Betty Ansin

Using Multicultural Children's Literature in Adult ESL Classes. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-LE-98-06

Pub Date—1998-12-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700, ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Students, *Childrens Literature, *Classroom Techniques, *Cultural Pluralism, *English (Second Language), *Instructional Materials, Language Proficiency, Second Language Instruction

Identifiers—ERIC Digests, *Multicultural Literature

This digest focuses on the use of children's literature in adult English-as-a-Second-Language (ESL) instruction. Because high quality children's literature is characterized by an economy of words, stunning illustrations, captivating and quickly moving plots, and universal themes, carefully chosen books can offer educational benefits for adult ESL learners. Separate sections of the digest highlight the following: book selection criteria, literature-based teaching strategies, and extension activities. Also included is an annotated book list for five English proficiency levels. (Author/JL)

ED 429 464 FL 025 835

Wilcox, Sherman Peyton, Joy Kreeft

American Sign Language as a Foreign Language. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-FL-99-01

Pub Date—1999-02-00

Contract—ED-99-CO-0008

Note—4p.; Originally published as an article in an issue of "The ERIC Review" (Volume 6, Issue 1, Fall 1998), "K-12 Foreign Language Education," devoted to foreign language education in the United States.

Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016; Web site: http://www.cal.org/ericcll

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Sign Language, *Deafness, Elementary Secondary Education, *Graduation Requirements, Higher Education, *Second Language Instruction, Second Language Learning

Identifiers—ERIC Digests

This digest provides a brief overview of American Sign Language (ASL) and discusses its study as a foreign language in U.S. schools and institutions of higher education. The following questions are addressed: (1) Is ASL a language?; (2) If ASL is used in the United States, how can it be considered a "foreign" language; (3) Are ASL users in this country part of a different culture; (4) Is there a body of literature in ASL?; and (5) Is ASL easier to learn than other foreign languages? A 10-item list of ASL resources is provided. (Contains 10 references.) (Author/JL)

ED 430 402 FL 025 838

Adger, Carolyn Temple, Ed. Christian, Donna, Ed. Taylor, Orlando, Ed.

Making the Connection: Language and Academic Achievement among African American Students. Proceedings of a Conference of the Coalition on Language Diversity in Education (January 1998). Language in Education 92.

Center for Applied Linguistics, Washington, DC.; Delta Systems Inc., McHenry, IL.; ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-887744-42-8

Pub Date—1999-00-00

Contract—RR93002010

Note—191p.

Pub Type— Collected Works - General (020) — ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Achievement, Bidialectalism, Bilingualism, *Black Dialects, Black Education, *Black Students, *Classroom Communication, *Cultural Pluralism, Educational Policy, Elementary Secondary Education, *Language Role, Language Tests, Student Evaluation, Teacher Education

Identifiers—*African Americans

Papers from a conference on the role of language in the academic achievement of African Americans include: "Language Diversity and Academic Achievement in the Education of African American Students: An Overview of the Issues" (John R. Rickford); "The Language of African American Students in Classroom Discourse" (Courtney B. Cazden); "Enhancing Bidialectalism in Urban African American Students" (Kelli Harris-Wright); "Repercussions from the Oakland Ebonics Controversy: The Critical Role of Dialect Awareness Programs" (Walt Wolfram); "Considerations in Preparing Teachers for Linguistic Diversity" (John Baugh); "The Case for Ebonics as Part of Exemplary Teacher Preparation" (Terry Meier); "Language Policy and Classroom Practices" (Geneva Smitherman); "Language, Diversity, and Assessment: Ideology, Professional Practice, and the Achievement Gap" (Asa G. Hilliard, III); and "Lessons Learned from the Ebonics Controversy: Implications for Language Assessment" (Anna F. Vaughn-Cooke). The text of the testimony of Orlando L. Taylor on the subject of Ebonics is appended. (MSE)

HE

ED 422 777 HE 031 506

Stage, Frances K. Muller, Patricia. A. Kinzie, Jillian Simmons, Ada

Creating Learning Centered Classrooms. What Does Learning Theory Have To Say? ERIC Digest.

George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; ERIC Clearinghouse on Higher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-98-4

Pub Date—1998-00-00

Contract—RR93002008

Note—4p.; For the full report summarized here, see HE 031 507.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; toll-free phone: 800-773-3742; fax: 202-452-1844.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attribution Theory, *Classroom Environment, Cognitive Style, *College Instruction, College Students, Constructivism (Learning), Higher Education, *Learning Theories, Locus of Control, Research and Development, Self Efficacy, Socialization, Student Development, Teaching Methods, *Teaching Models, *Theory Practice Relationship, *Undergraduate Study

Identifiers—Conscientisation, ERIC Digests

This Digest of a larger report with the same title examines the application of learning theory to the quality of learning in undergraduate college classrooms. Relevant theories are identified, including theories which address college students' attributions for success or failure, self-efficacy, social constructivism, conscientization, multiple intelligences, and learning styles. The knowledge base supporting these theories, as applied to college students, is briefly summarized. Specific practices which emanate from these theories and promote learning by college students are identified: they include social learning experiences, various instructional models that deviate from the lecture format, varying expectations for student performance, choices that allow students to capitalize on personal strengths and interests, overt use of sociocultural situations and methods that provide authentic contexts, and course material that demonstrates the value of diverse cultures. The digest concludes by posing questions which remain to be answered, such as how an instructor can help students learn by modifying their beliefs and attributions. (DB)

ED 422 778 HE 031 507

Stage, Frances K. Muller, Patricia, A. Kinzie, Jillian Simmons, Ada

Creating Learning Centered Classrooms. What Does Learning Theory Have To Say? ASHE-ERIC Higher Education Report, Volume 26, No. 4.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-84-2; ISSN-0884-0040

Pub Date—1998-00-00

Contract—RR93002008

Note—151p.; For a digest of this report, see HE 031 506.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; toll-free phone: 800-773-3742; fax: 202-452-1844. ($24).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Attribution Theory, *Classroom Environment, Cognitive Style, *College Instruction, Constructivism (Learning), Higher Education, *Learning Theories, Locus of Control, Research and Development, Self Efficacy, Socialization, Student Development, Teaching Methods, Teaching Models, *Theory Practice Relationship, *Undergraduate Study

Identifiers—Conscientisation

This report reviews the literature on learning theories and frameworks applicable to instruction of undergraduate college students. An introductory section provides an overview and discusses the importance of learning frameworks. The first half of the volume addresses various theoretical frameworks in detail. These include: motivation theories, including performance attribution and self-efficacy; and theories offering a social perspective, such as social constructivism and conscientization. Each theory is presented in terms of a case study which examines elements of the theoretical construct, reviews relevant research on young adult and college student populations, discusses the relationship of the framework to college students' learning, and identifies possible educational applications. A separate section focuses on other theories which challenge assumptions about learning. The second part of the monograph discusses the usefulness of these frameworks for studying and fostering academic learning. One section addresses the need for more classroom-based research on college student learning. The final section applies the various theoretical frameworks to the classroom, emphasizing the importance of diverse methods for presenting academic material, activities to facilitate learning, and multiple ways for students to demonstrate their learning. (Contains approximately 375 references.) (DB)

ED 427 627 HE 031 882

Toma, J. Douglas Palm, Richard L.

The Academic Administrator and the Law: What Every Dean and Department Chair Needs To Know. ERIC Digest.

George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; ERIC Clearinghouse on Higher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-98-5

Pub Date—1998-00-00

Contract—RR-93-002008

Note—4p.; For the full report on which this digest is based, see HE 031 883.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; Tel: 800-773-3742, ext. 13 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, *College Administration, College Admission, *Compliance (Legal), Deans, Decision Making, Department Heads, Disabilities, *Educational Administration, Faculty College Relationship, Higher Education, Legal Responsibility, Student College Relationship

Identifiers—ERIC Digests

This digest summarizes the role of the dean or department chair in dealing with legal issues in higher education. It considers the types of legal issues which might arise for these administrators (such as contract and tort matters for staff and students), the erosion of the legislative and judicial deference given to academic decision making, and the role of institutional counsel and academic deans and chairs. It also discusses issues faced daily by academic administrators, such as employment contracts; decisions about hiring and promoting faculty and staff; due process in disciplining students; nondiscriminatory admissions decisions, especially in the emerging area of disability; confidentiality of student records; and negligence-based institutional liability involving students. (DB)

ED 427 628 HE 031 883

Toma, J. Douglas Palm, Richard L.

The Academic Administrator and the Law: What Every Dean and Department Chair Needs To Know. ASHE-ERIC Higher Education Report, Vol. 26, No. 5.

George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-85-0; ISSN-0884-0040

Pub Date—1998-00-00

Contract—RR-93-002008

Note—186p.; For a digest of this report, see HE 031 882.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; Tel: 800-773-3742, ext. 13 (Toll Free); Web site: www.eriche.org ($24).

Pub Type— Books (010) — ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administrator Role, *College Administration, College Admission, *Compliance (Legal), Deans, Decision Making, Department Heads, Disabilities, *Educational Administration, Faculty College Relationship, Higher Education, Legal Responsibility, Student College Relationship

This report examines the role of the college dean or department head in relation to legal issues in higher education. The first section offers principles of the law, the courts, and counsel. It addresses types of legal issues, internal and external sources of the law, deference to academic and behavioral decisions, the distinction between public and private institutions, the attorney-client relationship, pretrial and trial procedures, and individual or institutional liability. Section 2 covers the employment relationship with faculty and staff. It discusses foundations of the relationship between employer and employee, hiring and promotion decisions (equal protection and due process), conduct and misconduct on the job, and dismissal and retirement of faculty and staff. Student issues in the academic setting is the focus of section 3, which examines contract, consumerism, and citizenship; misconduct and discipline; admissions and access; students' records; expression, organizations, and publications; and institutional liability. The final section is about regulation and oversight in the school and department. Specifically addressed are copyrights, trademarks, and patent law; openness and disclosure; family and medical leave; research and teaching; taxation and fundraising; and accreditation. (Contains approximately 375 references.) (DB)

ED 428 606 HE 031 924

Lenning, Oscar T. Ebbers, Larry H.

The Powerful Potential of Learning Communities: Improving Education for the Future. ASHE-ERIC Higher Education Report, Vol. 26, No. 6.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-86-9; ISSN-0884-0040

Pub Date—1999-00-00

Contract—ED-99-00-0036

Note—173p.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; Tel: 800-773-3742; (Toll Free) Fax: 202-452-1844; Web site: http://www.eriche.org/reports ($24).

Pub Type— Books (010) — ERIC Publications (071) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*College Environment, *College Instruction, Distance Education, *Educational Environment, Educational Philosophy, *Higher

Education, *Learning Processes, School Culture, Teacher Student Relationship

Identifiers—*Learning Communities

This report examines the importance of learning communities within institutions of higher education. It identifies two important dimensions of learning communities: (1) primary membership, which differentiates based on the characteristic that group members hold in common; these include learning organizations, faculty learning communities, and student learning communities; and (2) primary form of interaction, which differentiates based on group members' methods of interaction, such as in-person physical interaction, virtual interaction, or nondirect interaction through correspondence. Four categories of student learning communities are identified: curricular learning communities, classroom learning communities, residential learning communities, and student-type learning communities. Benefits for students and faculty of effective learning communities are documented and include higher academic achievement, better retention rates, diminished faculty isolation, and increased curricular integration. Suggestions for maximizing learning in virtual communities include focusing on a common goal and organization that include preparation, planning, and reflection. (Contains approximately 225 references.) (DB)

ED 430 445 HE 032 035

Penn, Garlene

Enrollment Management for the 21st Century: Institutional Goals, Accountability, and Fiscal Responsibility. ASHE-ERIC Higher Education Report.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-87-7; ISSN-0884-0040

Pub Date—1999-00-00

Contract—ED-99-00-0036

Note—93p.

Available from—ASHE-ERIC Higher Education Reports Series, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; Tel: 800-773-12183 (Toll Free); Fax: 202-452-1844; e-mail: order@eric-he.edu; Web site: http://www.eriche.org ($24).

Journal Cit—ASHE-ERIC Higher Education Report; v26 n7 1999

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accountability, Demography, *Educational Finance, *Educational Trends, *Enrollment Management, Financial Policy, Higher Education, *Long Range Planning, National Surveys, Trend Analysis

This volume addresses trends and issues in enrollment management at institutions of higher education over the last thirty years. It reviews such state-related issues as access, accountability, and dwindling financial and political support; federal government aid and regulations; public perceptions of higher education; and demographic implications. Additionally, public university administrators throughout the country were surveyed and asked to identify key elements of their enrollment management programs; to diagram administrative structures; to explain which of four models committee, coordinator, matrix, or division most closely approximated the structure at their institution; to evaluate their enrollment management program and its longevity; to discuss ethical concerns; and to provide advice to newcomers. Summarizing this information, text chapters do the following: cover demographics; define the four models of enrollment management; examine links between enrollment management and other institutional programs; review earlier enrollment management studies; examine enrollment management practices at major public universities in all areas of the country; define appropriate structure and mission; list three general goals of enrollment management; examine the value and credibility of higher education; examine how to evaluate quality; note the role of faculty; provide advice to the novice; and examine some ethical dilemmas. An appendix presents the survey sent to administrators and an interview guide. (Contains approximately 110 references.) (CH)

ED 430 512 HE 032 151

Kellogg, Karen

Learning Communities. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-1999-1

Pub Date—1999-00-00

Contract—RR-99-CO-0036

Note—4p.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1181; Tel 800-773-3742 (Toll free); Fax: 202-452-1844; Web site: http://www.eriche.org

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), *Curriculum Design, Higher Education, *Holistic Approach, *Integrated Curriculum, *Interdisciplinary Approach, *Learning, Learning Experience, Learning Modalities, Thematic Approach, *Unified Studies Curriculum

Identifiers—ERIC Digests, Federated Learning Communities Project, *Learning Communities

During the last two decades learning communities, which are felt to have benefits that extend beyond students to faculty and the institution, have expanded to include many different models. This digest reviews five major higher education learning community models currently in existence: (1) Linked courses, which link cohorts of students taking two courses in common with one course typically content-based and the other application-based. Faculty in each course may teach independently or together; (2) learning clusters where instead of linking two courses together, a student cohort is linked in three or four courses, which often serve as the students' entire course load; (3) freshmen interest groups (FIGs), which are linked around academic majors and include a peer-advising component that allows students to discuss course work and other college adjustment problems. Faculty play a lesser role in FIGs; (4) federated learning communities, the most complex of the models, in which a cohort of students takes three theme-based courses in addition to a three-credit seminar taught by a Master Learner a professor from a different discipline who takes the courses and fulfills all class requirements along with the students; and (5) coordinated studies, in which faculty and students participate in full-time active learning based on an interdisciplinary theme. (CH)

ED 430 513 HE 032 152

Hurtado, Sylvia Milem, Jeffrey Clayton-Pedersen, Alma Allen, Walter

Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-1999-2

Pub Date—1999-00-00

Contract—RR-99-CO-0036

Note—4p.; For the full report summarized her, see ED 430 514.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1181. Tel: 800-773-3742 (Toll free); Fax: 202-452-1844; Web site: www.eriche.org

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Diversity (Student), Educational Change, Educational Discrimination, *Educational Environment, Equal Education, Ethnic Relations, Higher Education, *Institutional Environment, Minority Groups, Multicultural Education, Racial Attitudes, Racial Integration, Racial Relations, School Culture, Student School Relationship

Identifiers—ERIC Digests

This digest examines ways in which learning and educational objectives can be maximized to achieve diversity while improving social and learning environments for students from different racial/ethnic backgrounds. The digest examines the literature on campus climate for racial/ethnic diversity, looks at the impact on student diversity of the campus climate, and examines institutional changes necessary to improve the racial/ethnic diversity and enhance the learning environment. These issues are examined within a framework that encompasses theories of race relations and racial attitudes, historical legacies of exclusion, and campus behaviors both inside and outside the classroom, as well as changes in government and policy and forces of sociohistorical changes in U.S. society. The needed fundamental institutional changes would include a conceptual shift in thinking about diversity and about an institution's overall teaching and learning priorities, in addition to structural changes that would allow for increased interaction and involvement among students from diverse backgrounds. (CH)

ED 430 514 HE 032 153

Hurtado, Sylvia Milem, Jeffrey Clayton-Pedersen, Alma Allen, Walter

Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education. ASHE-ERIC Higher Education Report, Vol. 26, No. 8.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-88-5; ISSN-0884-0040

Pub Date—1999-00-00

Contract—ED-99-CO-0036

Note—140p.; For a digest of this report, see ED 430 513.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1181; Tel: 800-773-3742; Fax: 202-452-1844; E-mail: order@eric-he.edu; Web site: www.eriche.org/Reports ($24.00).

Pub Type— Books (010) — ERIC Publications (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Classroom Environment, Diversity (Faculty), Diversity (Institutional), *Diversity (Student), Educational Change, Educational Discrimination, *Educational Environment, Educational Research, Equal Education, Ethnic Relations, Higher Education, *Institutional Environment, *Minority Groups, Racial Attitudes, Racial Integration, Racial Relations, School Culture, *Student Attitudes

This document is intended to provide the higher education community with information from recent and classic research studies that can serve as a guide to improving the climate for diversity on campus. The first section of the report examines the literature on campus climate for diversity, the experiences of various racial/ethnic groups, and the effect of campus climate educational outcomes. Following sections (1) set out the research framework; (2) examine the historical legacy of inclusion and exclusion; (3) examine the impact of structural diversity resulting from the increased complexity of diverse student enrollments and problems associated with diversifying faculty; (4) review the psychological climate and the impact of discrimination and perceptions of climate on students; (5) examine the behavioral dimensions of institutional climate, including student involvement and intergroup relations, classroom environment, curricular change, campus race relations and social interaction, and participation in racial/ethnic student organizations and minority support programs; (6) link institutional climate for diversity with the general learning environment; (7) provide some principles for improving campus climate for diversity; (8) give some examples of current efforts at various institutions; and (9) conclude with a plan for action in which everyone has a role in improving campus climate. (Contains approximately 250 references.) (CH)

IR

ED 423 886 IR 019 119

Smarte, Lynn

ERIC Annual Report, 1998. Summarizing the Recent Accomplishments of the Educational Resources Information Center.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.

Pub Date—1998-00-00

Note—33p.; Covers 1997. For the prior report, covering 1996, see ED 411 781.

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Information, Annual Reports, Bibliographic Databases, Budgets, *Educational Research, *Educational Resources, Information Dissemination, Information Retrieval, *Information Services, Listservs, Organizational Objectives, Partnerships in Education, Publications, World Wide Web

Identifiers—AskERIC, *ERIC, ERIC Clearinghouses, ERIC Digests, ERIC Document Reproduction Service, Gateway to Educational Materials

The Educational Resources Information Center (ERIC) system consists of a network of 16 subject-specific clearinghouses, several adjunct clearinghouses, and three supporting service components. ERIC is sponsored by the United States Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. For over 30 years, ERIC has been an important component of the national education dissemination system, ensuring that education information reaches those who need it. The ERIC bibliographic database contains over 950,000 records of education-related documents, books, and journal articles. In 1997-1998, electronic delivery of ERIC documents by the ERIC Document Reproduction Servicce (EDRS) moved from the test phase to the operation phase; ERIC added an adjunct clearinghouse and an affiliated clearinghouse; and two special projects went online - the Gateway to Educational Materials catalog, and the Virtual Reference Desk's AskA+ Locator. Highlights, with illustrations, include the ERIC mission, audience and goals; an overview of the ERIC Database, user services, publications, and products; ERIC Clearinghouses' 1997 Bestsellers; internet access; special projects; outreach and training; partnerships; trends; an ERIC system directory; the U.S. Department of Education's Seven Priorities; and the ERIC budget. (DLS)

ED 425 743 IR 019 302

Simpson, Carol

Internet Relay Chat. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-99-01

Pub Date—1999-01-00

Contract—ED-99-CO-0005

Note—4p.

Available from—ERIC Clearinghouse of Information and Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100; Tel: 315-443-3640; Tel: 800-464-9107 (Toll-Free); Fax: 315-443-4338; e-mail: eric@ericir.syr.edu; Web site: http://ericir.syr.edu.ithome (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Mediated Communication, *Computer Uses in Education, Educational Media, Educational Technology, Instructional Effectiveness, *Internet, Online Systems

Identifiers—ERIC Digests, *Internet Relay Chat

While the World Wide Web receives most of the publicity, another aspect of the Internet also draws considerable attention. IRC, more formally referred to as Internet Relay Chat, provides a means by which one user can type a message in real time to one or more Internet users, and almost instantaneously, the message appears on the monitors of all the others who are monitoring the transmission. This ERIC Digest summarizes the details regarding IRC and discusses the educational benefits of its use. Discussion includes: potential educational uses of IRC; technological requirements; the organization of IRC; Nets; channels; operators; nicknames; finding, joining, or creating a channel; sending private messages; exiting and IRC chat; disadvantages of IRC; educational benefits; and references, suggested readings, and topic-related Web sites. (DLS)

ED 426 686 IR 018 687

Branch, Robert Maribe, Ed. Fitzgerald, Mary Ann, Ed.

Educational Media and Technology Yearbook, 1998. Volume 23.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56308-591-7; ISSN-8755-2094

Pub Date—1998-00-00

Contract—RR930020009

Note—307p.; For the 1997 yearbook, see ED 402 922.

Available from—Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633; Tel: 800-237-6124 (Toll Free); Web site: http://www.lu.com ($65; $78 outside North America).

Pub Type— Books (010) — ERIC Publications (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Computer Assisted Instruction, Curriculum Development, Doctoral Programs, Educational Development, *Educational Media, Educational Resources, *Educational Technology, *Educational Trends, Electronic Publishing, Elementary Secondary Education, Higher Education, Information Sources, Instructional Design, Instructional Innovation, Internet, Masters Programs, Professional Associations, Teaching Methods, Training, Trend Analysis

The Educational Media and Technology Yearbook (EMTY) provides essential and timely information to help educational technologists, librarians, and media specialists practice their profession in a dynamic and changing field. By documenting current trends, issues, innovations, and research findings, the book provides a valuable reference tool for the profession. The 1998 edition of EMTY is divided into seven parts. Part 1 focuses on trends and issues and includes articles on media and technology in education and training, curricular representations, and an alternative approach to academic publishing. Part 2 covers the development and state of the profession. Part 3 addresses current developments and includes articles on interactive multimedia in college teaching, using diverse educational technologies for literacy learning, Internet resources for K-12 educators, and other Internet basics. Part 4 presents a leadership profile and tribute to Castelle G. Gentry (1928-1996), professor in the Media and Technology Department at Michigan State University. Part 5 lists organizations and associations in North America, and Part 6 covers graduate programs. Part 7 lists media-related journals, books, ERIC documents, journal articles, and nonprint media resources. An index is also provided. (AEF)

ED 426 693 IR 019 427

Ninno, Anton

Radios in the Classroom: Curriculum Integration and Communication Skills. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-99-03

Pub Date—1999-03-00

Contract—ED-99-CO-0005

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audio Equipment, Broadcast Reception Equipment, Current Events, *Educational Equipment, Educational Technology, Elementary Secondary Education, Instructional Materials, Learning Activities, News Media, Programming (Broadcast), *Radio, Telecommunications, World Affairs

Identifiers—ERIC Digests, Web Sites

Teachers have explored the use of radio in the classroom almost since radio technology entered into the mainstream of society, yet radio remains a relatively unused mode of instruction. This Digest describes several radio applications and summarizes various radio activities to assist teachers in integrating technology into the curriculum. Discussion includes teaching the history of communications; hands-on geography and language arts activities using AM-FM radio; international shortwave radio broadcasts; National Oceanic and Atmospheric Administration (NOAA) weather service broadcasts; scanner radios; practicing communications skills with amateur radio. A bibliography and list of Web site resources is included. (AEF)

ED 427 777 IR 057 274

Plotnick, Eric

Information Literacy. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-99-02

Pub Date—1999-02-00

Contract—ED-99-CO-0005

Note—4p.; This Digest is based on "Information Literacy: Essential Skills for the Information Age," by Kathleen L. Spitzer with Michael B. Eisenberg and Carie A. Lowe.

Available from—ERIC Clearinghouse on Information and Technology, 4-194, Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Futures (of Society), Information Dissemination, *Information Literacy, Information Retrieval, Information Science, Information Technology, Relevance (Information Retrieval), Research, Standards, Users (Information), Work Environment

Identifiers—ERIC Digests

Although alternate definitions for information literacy have been developed by educational institutions, professional organizations and individuals, they are likely to stem from the definition offered in the Final Report of the American Library Association (ALA) Presidential Committee on Information Literacy: "to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information." This ERIC Digest describes the evolution of the concept of information literacy, and goes on to discuss the following: the three predominating themes in research on information literacy; the new workplace of the future; national and state standards; K-12 educational reform and restructuring; information literacy efforts in K-12 and higher education; and information technology as the enabler of information literacy. (AEF)

ED 427 779 IR 057 284

Lankes, R. David Kasowitz, Abby S.

The AskA Starter Kit: How To Build and Maintain Digital Reference Services.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —IR-107; ISBN-0-937597-47-3

Pub Date—1998-11-00

Contract—RR93002009

Note—248p.

Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100; Tel: 800-464-9107 (Toll-Free); Fax 315-443-5448; E-mail: eric@ericir.syr.edu; Web site: http://ericir.syr.edu/ithome/pubsorder.html ($20).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Case Studies, Computer Mediated Communication, Computer Oriented Programs, Educational Research, Educational Resources, *Elementary Secondary Education, Evaluation, Information Dissemination, *Information Services, *Internet, Man Machine Systems, *Reference Services, Training

Identifiers—AskERIC, *Digital Data

This Starter Kit is designed to help organizations and individuals who wish to offer human-mediated information services via the Internet to users in the K-12 community. A six-step process is proposed for organizations to follow in creating an "AskA" service. This process addresses all aspects involved in building and maintaining an AskA service from preliminary research of the digital reference field to ongoing evaluation techniques. Each module of the Starter Kit describes one of the six steps and includes statements of goals and objectives; information through explanation and practical examples (case studies from existing digital reference services like AskERIC, the National Museum of American Art Reference Desk, NASA's Ask the Space Scientist, KidsConnect, and Ask Dr. Math); and opportunities for interaction (worksheets). The six core modules are: informing; planning; training; prototyping; contributing; and evaluating. Although listed in a linear fashion, the six steps can be completed out of order. Module summaries are included at the end of each chapter. A concluding chapter offers some final notes and a glimpse into the future of digital reference. Contains a glossary, AskA service directory, and AskA service blueprints. (AEF)

ED 427 780 IR 057 285

Spitzer, Kathleen L. Eisenberg, Michael B. Lowe, Carrie A.

Information Literacy: Essential Skills for the Information Age.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —IR-104; ISBN-0-937597-44-9

Pub Date—1998-11-00

Contract—RR93002009

Note—349p.; Based on "Information Literacy in an Information Society: A Concept for the Information Age" by Christina S. Doyle (1994).

Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100; Tel: 800-464-9107 (Toll-Free); Fax 315-443-5448; E-mail: eric@ericir.syr.edu; Web site: http://ericir.syr.edu/ithome/pubsorder.html ($18).

Pub Type— Books (010) — ERIC Publications (071)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Development, Educational Research, Elementary Secondary Education, Higher Education, History, *Information Literacy, *Information Skills, *Skill Development, Standards

Identifiers—ERIC, Information Society, National Education Goals 1990, National Goals, Secretarys Comm on Achieving Necessary Skills

This monograph traces the history and development of the term "information literacy." It examines the economic necessity of being information literate, and explores the research related to the concept. Included are reports on the National Educational Goals (1991) and on the report of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991). Also examined are recent revisions in national subject matter standards that imply a recognition of the process skills included in information literacy. The book outlines the impact information literacy has on K-12 and higher education, and provides examples of information literacy in various contexts. Appendices include: Information Literacy Standards for Student Learning (prepared by the American Association of School Librarians and the Association for Educational Communications and Technology); definitions of SCANS components; a chronology of the development of information literacy; correlation of information literacy skills with selected National Subject Matter Standards; Dalbotten's Correlation of Inquiry Skills to National Content Standards; and an explanation of rubrics and their application in standards education. Contains an extensive annotated ERIC (Educational Resources Information Center) bibliography and information about ERIC. (Author/AEF)

ED 427 794 IR 057 301

Wasik, Joann M.

Building and Maintaining Digital Reference Services. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-99-04

Pub Date—1999-03-00

Contract—ED-99-CO-0005

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Computer System Design, Information Dissemination, Information Seeking, *Information Services, Internet, *Reference Services, Technological Advancement

Identifiers—*Digital Data, *Digital Technology, ERIC Digests, Question Answering

Digital reference services (also known as "AskA" services, as in "Ask-an-Expert") provide subject expertise and information referral over the Internet to their users. This ERIC Digest provides an overview of the growing digital reference movement and its implications on sponsoring organizations, and examines current practices in the creation and maintenance of such services. Following a brief definition of digital reference, discussion includes the evolution of digital reference; implications of these Internet-based question-and-answer services; how digital reference services work; and the six-step process of building and maintaining digital reference services. Includes a list of references and readings. (Author/AEF)

ED 429 593 IR 019 554

Morgan, Nancy A.

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-1999-05

Pub Date—1999-05-00

Contract—ED-99-CO-0005

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Computer Assisted Instruction, *Educational Resources, Elementary Secondary Education, Government Publications, Grants, Information Networks, Information Policy, Information Sources, Instructional Materials, *Internet, Lesson Plans, Library Catalogs

Identifiers—Electronic Resources, ERIC Digests

Through state and regional education networks and commercial providers, the vast resources of the Internet are increasingly available to administrators, school library media specialists, and classroom teachers. This ERIC Digest lists a sample of no cost Internet resources of special interest to K-12 educators (resources and addresses are subject to change). Highlights include: guides to Internet resources; lesson plans and teaching materials; keypals and penpals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; e-rate information; federal government information; state education departments; standards-based education; reference resources; library catalogs; and other resources. (AEF)

ED 429 594 IR 019 555

Morgan, Nancy A.

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-1999-06

Pub Date—1999-05-00

Contract—ED-99-CO-0005

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Computer Uses in Education, *Educational Resources, *Electronic Mail, Elementary Secondary Education, Information Networks, *Information Services, Information Sources, *Internet

Identifiers—ERIC Digests, Question Answering, USENET

As K-12 schools connect to the Internet, a new method of communication opens up to educators and their students. This ERIC Digest describes some sample services and resources that are available to the K-12 community by electronic mail over the Internet (resources and addresses are subject to change). Question answering services, electronic discussion groups, and Usenet newsgroups are listed. (AEF)

ED 430 564 IR 019 705

Branch, Robert M. Kim, Dohun Koenecke, Lynne

Evaluating Online Educational Materials for Use in Instruction. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-1999-07

Pub Date—1999-06-00

Contract—ED-99-CO-0005

Note—4p.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, Computer Uses in Education, Educational Resources, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Information Literacy, Information Sources, *Instructional Material Evaluation, Instructional Materials, Learning Activities, *Media Selection, Quality Control, Resource Materials, *World Wide Web

Identifiers—ERIC Digests, Information Value, *Web Sites

This digest is intended to help teachers select good resources to use in their instruction by providing a checklist to evaluate online educational materials. The following major topic areas to consider when evaluating World Wide Web-based materials for use in instructional settings, as well as sub-questions in each area, are outlined: (1) Judge the accuracy of the information and take note of the date modified; (2) Is the level of information in this site appropriate for the intended audience? (3) Is the information in this site presented clearly? (4) Is the information in this site closely related to purpose, content, activity, and procedures? (5) Is the information in this site complete in scope and ready for use? (6) If a website has activities, are the content, presentation method, and learner activity potentially engaging? (7) If it claims to be comprehensive, is the information in the site well organized? Several sites that are helpful when looking for tools to evaluate websites are listed. (MES)

ED 430 584 IR 057 369

Slowinski, Joseph

Using the Web To Access Online Education Periodicals. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-1999-08

Pub Date—1999-07-00

Contract—ED-99-CO-0005

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Educational Research, *Educational Resources, *Electronic Journals, Electronic Publishing, Higher Education, Information Retrieval, *Information Services, Information Sources, Information Technology, Resource Materials, Scholarly Journals, Search Strategies, *World Wide Web

Identifiers—Electronic Resources, ERIC Digests, Search Engines, Tables of Contents, *Web Sites

This digest is designed to aid those wishing to learn more about how to use information technology to access electronic education resources. Starting points for locating magazines and journals online are summarized; suggested strategies include visiting the World Wide Web sites of journal publishers, using search engines, and accessing virtual libraries or other online collections of education materials. Web sites that provide access to archives and current issues of several print education journals and magazines are listed. Two types of online journals are described (i.e., Web-only and electronic publishing projects), and examples of both types are provided. Services that offer online access to a variety of journals and electronic notification of journal contents by e-mail are also described. (MES)

ED 431 410 IR 057 372

Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.

ERIC Clearinghouse and Support Contractor Publications, 1997. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1997.

ERIC Processing and Reference Facility, Laurel, MD.; Computer Sciences Corp., Laurel, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.

Pub Date—1998-09-00

Contract—R94002001

Note—111p.; For the 1996 edition, see ED 411 872.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Abstracts, Access to Information, Annotated Bibliographies, *Citations (References), Clearinghouses, Education, Educational Research, *Educational Resources, Federal Programs, Information Services, *Information Sources, Literature Reviews, Publications, Resource Materials, State of the Art Reviews

Identifiers—Educational Information, *ERIC, *ERIC Clearinghouses

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. This 28th bibliography provides citations, abstracts, and indexes for 1997. An introduction describes the ERIC system, Clearinghouse publications, the organization of this bibliography, the availability of Clearinghouse publications, and adjunct Clearinghouses. A statistical summary by year (1968-1997) shows the number of publications included for each Clearinghouse in the series of which this bibliography is the most recent. Two hundred and forty-eight documents are listed, provided from the following Clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. A sample citation is provided immediately preceding the citation section. Three indexes are provided: Subject, Personal Author, and Institution. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone and fax numbers, and brief descriptions of the Clearinghouses' scope areas are also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 432 313 IR 057 608

Brandhorst, Ted, Ed.

ERIC Administrative Bulletin (EAB), August 1993-May 1994.

ERIC Processing and Reference Facility, Laurel, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.

Pub Date—1994-00-00

Contract—RI89002001

Note—353p.; For earlier compilations of the EAB, see ED 288 562 (1976-1987) and ED 352 066 (1988-1993). The EAB was replaced by the "ERIC News" online newsletter of ACCESS ERIC.

Journal Cit—ERIC Administrative Bulletin; v17 n2-v18 n1 Aug 1993-May 1994

Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Reference Materials - General (130)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Clearinghouses, *Databases, Information Dissemination, Information Services, *Information Systems

Identifiers—*ERIC

This document consists of the last two issues of the now discontinued printed "ERIC Administrative Bulletin" (EAB). For nearly twenty years, EAB was the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB was prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. All EAB articles were reviewed and approved by the ERIC Program Office before publication. The EAB was distributed solely within the ERIC system (approximately 20 contractors) and was intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB was also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Major categories for announcements were: Action Items; Network News; Vendor News, International News; Personnel; Clearinghouse Publications; and Meetings Participated In. All new forms and all major reports commonly were included as attachments to EAB issues. (WTB)

JC

ED 422 989 JC 980 376

Leider, Steven

Successfully Integrating Technology. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-JC-98-12

Pub Date—1998-08-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Change, *Educational Planning, Educational Resources, *Educational Technology, Institutional Mission, Instructional Development, Program Implementation, *Technological Advancement, Two Year Colleges

Identifiers—ERIC Digests, Project SYNERGY

This digest documents the experiences of faculty, administrators, and staff at several colleges as they addressed a broad range of instructional technology issues. Included in the digest are several approaches suggested by instructors and staff affiliated with various community college technology programs. Plans for implementation, development, and integration of instructional technology are put forward, and Project SYNERGY, case study of success, is reviewed. New problems that have surfaced are discussed, including inadequate faculty compensation and competition for community college students and their dollars. The article predicts that other challenges will continue to arise, and that efforts to find innovative solutions will become increasingly necessary. These challenges will force community colleges to revisit their missions, particularly in response to issues of access and service. (AS)

ED 423 002 JC 980 397
Cohen, Arthur M. Rifkin, Tronie Lee, Lucy McKinney, Kristen Yamasaki, Erika
New Expeditions—Vision and Direction for the Nation's Community Colleges. Topical Bibliographies & Analyses.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-09-00
Contract—RR93002003
Note—44p.
Pub Type— Collected Works - General (020) — ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Administration, College Role, *Community Colleges, *Educational Change, Educational Finance, Educational Technology, *Educational Trends, *Enrollment, Equal Education, Faculty, *Futures (of Society), Governance, Leadership, Learning, Social Influences, Two Year colleges

The September 1998 topical bibliographies and analyses in this collection cover the latest ERIC literature on community colleges in eleven key areas: (1) access, diversity, and inclusion; (2) civil society; (3) teaching and learning; (4) faculty; (5) technology; (6) governance; (7) leadership; (8) finance; (9) market forces; (10) change; and (11) the future. The bibliographies are based on selections from an extensive search of community college literature that describes trends in eleven key areas during the past ten years. Critical analyses of literature and these trends highlight key issues and pose questions that community college leaders need to consider when estimating the feasibility and desirability of maintaining or shifting directions in the future. This collection aims to provide the resources and focus for further discussion of key issues. (AS)

ED 423 015 JC 980 413
McGrath, Dennis, Ed.
Creating and Benefiting from Institutional Collaboration: Models for Success. New Directions for Community Colleges, Number 103.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-4236-7; ISSN-0194-3081
Pub Date—1998-00-00
Contract—RI93002003
Note—99p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22 each; subscriptions: $57 individuals, $107 institutions, agencies, and libraries).
Journal Cit—New Directions for Community Colleges; v26 n3 Fall 1998
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Community Colleges, *Cooperation, Cooperative Planning, *Cooperative Programs, Educational Cooperation, *Participative Decision Making, *Partnerships in Education, Program Evaluation, School Business Relationship, Two Year Colleges

This volume offers a variety of examples of long-term collaborative efforts within schools that began with external funding. Articles include: (1) "Lessons from a Long-Term Collaboration," (Lindsay M. Wright and Rona Middleberg); (2) "Creating Structural Change: Best Practices," (Janet E. Lieberman); (3) "An Urban Intervention That Works: The Bronx Corridor of Success," (Michael C. Gillespie); (4) "The Role of Rural Community Colleges in Expanding Access and Economic Development," (Hector Garza and Ronald D. Eller); (5) "The Partnership Paradigm: Collaboration and the Community College," (Sara Lundquist and John S. Nixon); (6) "The Collaborative Leader," (Carolyn Grubbs Williams); (7) "Building Local Partnerships: Contributions of a National Center," (Barbara Schaier-Peleg and Richard A. Donovan); (8) "Funding Collaboratives," (L. Steven Zwerling); (9) "No Pain, No Gain: The Learning Curve in Assessing Collaboratives," (Laura I. Rendon, Wendy L. Gans, and Mistalene D. Calleroz); and (10) "Sources and Information: Community Colleges and Collaboration," (Erika Yamasaki). As the contributors to this volume emphasize, collaboration must be understood both as a distinctive process and as a particular type of interorganizational structure. (AS)

ED 423 922 JC 980 402
Chang, Vivian
Policy Development for Distance Education. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-98-13
Pub Date—1998-09-00
Contract—RR93002003
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Community Colleges, *Distance Education, *Educational Finance, *Educational Policy, Educational Resources, *Educational Technology, *Technological Advancement
Identifiers—ERIC Digests

This digest presents a discussion of key policy issues confronting higher education in the age of distance learning, and discusses implications for the community college. Existing educational practices cannot accommodate distance education without corresponding shifts in the fundamental views of teaching and learning as well as in state, federal, and institutional policies. Policy issues include campus leaders' priorities for implementing distance education methods, as well as faculty acceptance and participation, especially regarding ease of use in technological systems. Distance education will more likely be adopted if it is perceived to be compatible with the college's mission and effective from both an academic and cost perspective. Implications for community colleges include solving access and resource challenges, concern over the issues of copyright and intellectual property rights, and the establishment of virtual universities this decade. The digest concludes that, with wider implementation of distance learning, the focus of educational organizations will shift from teaching to learning. Adapting to this shift will require educational organizations to adopt new approaches for defining faculty work and securing funds for new technology. (AS)

ED 424 884 JC 980 463
Kozeracki, Carol
Managing Organizational Change in the Community College. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-98-14
Pub Date—1998-11-00
Contract—RR93002003
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Agents, *Community Colleges, Demography, *Educational Change, Educational Technology, Government School Relationship, *Organizational Change, *State Legislation, Two Year Colleges
Identifiers—ERIC Digests

This digest discusses two recurrent themes presented in the New Directions for Community Colleges volume titled "Organizational Change in the Community College: Ripple or Sea Change?" First, change in the external environment is accelerating, and colleges must respond to these changes to thrive. External environmental influences include differences in the economy, government relations, the demographics of student populations (more immigrants, high school dropouts, returning and displaced workers, welfare participants, and workers in need of skill upgrading), and the development of new technologies. All of these factors require responses from the community college. The second theme is that organizational change can either be internally initiated or externally imposed. California Legislation AB 1725 and case studies from Minnesota and Arizona State colleges and universities are cited to illustrate this position. The digest concludes with the observation that a lack of institutional cooperation hinders the implementation of legislatively mandated changes and that state lawmakers should solicit the input and support of the higher education community before passing legislation that dramatically affects those institutions. (AS)

ED 424 893 JC 980 472
McKinney, Kristen J.
Promoting Good Health for Community College Students. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-98-15
Pub Date—1998-11-00
Contract—RR93002003
Note—4p.
Available from—ERIC Clearinghouse for Community Colleges, University of California at Los Angeles, 3051 Moore Hall, Los Angeles, CA 90095-1521.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, Educational Finance, *Health Education, *Health Facilities, *Health Services, Medical Services, Outreach Programs, *Prevention, School Community Relationship, *Student Needs, Two Year College Students, Two Year Colleges
Identifiers—ERIC Digests

This digest discusses a variety of methods that community colleges have employed to integrate health care into the curriculum and campus services. Providing health care in community colleges is particularly challenging due to the lack of institutional resources, as compared with four-year colleges and universities where the residential living situation necessitates on-campus health care facilities. Since community colleges have so few resources, they are often unable to support any kind of clinical structure. The few existing facilities are rarely comprehensive and unlikely to maintain full-time staffs. In addition, community colleges have the largest populations of low-income and minority students, who are generally more at risk for health problems due to their economic and social circumstances. Competent prevention strategies, such as promoting health in curricular content, peer education, and service learning opportunities, should be pursued by community colleges. Partnering with local organizations and hospitals might also be an effective means of providing health care on campus. Finally, making students aware of what is available in the community, or bringing those services to them, may be the most responsible way a community college can offer health services to its students. (Contains 11 references.) (EMH)

ED 424 898 JC 990 008
Zeszotarski, Paula
Multiculturalism in the Community College Curriculum. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-98-16
Pub Date—1998-12-00
Contract—RR93002003
Note—4p.
Available from—ERIC Clearinghouse for Community Colleges, University of California at

Los Angeles, 3051 Moore Hall, Los Angeles, CA 90095-1521.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, *Community Colleges, *Cultural Pluralism, *Curriculum Development, Educational Change, Futures (of Society), Institutional Mission, *Multicultural Education, Student Needs, Two Year Colleges
Identifiers—ERIC Digests

This digest introduces some definitions of multiculturalism, demonstrates why a multicultural curriculum is particularly important to community colleges, and provides case studies to illustrate ways in which multiculturalism is being incorporated into the curriculum. It suggests that multicultural courses be designed and offered to enhance students' ability to function in an increasingly diverse society and empower them as citizens. Providing a curriculum that reflects the experiences of a diverse population also helps retain traditionally underrepresented student populations—whom community colleges are largely responsible for educating—by virtue of its cultural relevance to all students. Efforts to incorporate a multicultural perspective into the community college curriculum may include creating new courses and revising existing ones, creating new departments and degree programs to support these courses, providing extracurricular activities, retraining faculty, and enhancing instructional materials. Establishing a multicultural requirement for graduation may also be a means of ensuring that students develop an understanding of the issues apparent in a pluralistic society. (Contains 10 references.) (EMH)

ED 425 773 JC 990 019
Sanchez, Jorge R., Ed. Laanan, Frankie Santos, Ed.
Determining the Economic Benefits of Attending Community College. New Directions for Community Colleges, Number 104.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Report No.—ISBN-0-7879-4237-5; ISSN-0194-3081
Pub Date—1998-00-00
Contract—RI93002003
Note—119p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($25 each; subscriptions: $57 individuals, $107 institutions, agencies, and libraries).
Journal Cit—New Directions for Community Colleges v26 n4 Winter 1998
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Community Colleges, *Employment, *Graduate Surveys, Institutional Evaluation, Job Skills, Job Training, *Labor Force Development, *Outcomes of Education, Salaries, School Effectiveness, Two Year Colleges

This volume addresses the efforts in several states, including California, Florida, North Carolina, and Washington, to determine the economic gains of community college graduates by measuring their post-college earnings. Articles include: (1) "Economic Benefits of a Community College Education: Issues of Accountability and Performance Measures" (Jorge R. Sanchez, Frankie Santos Laanan); (2) "From Performance Reporting to Performance-Based Funding: Florida's Experiences in Workforce Development Performance Measurement" (Jay J. Pfeiffer); (3) "Translating Data into Useful Information and Knowledge" (Loretta Seppanen); (4) "Collaborative Administrative Record Matching in California" (W. Charles Wiseley); (5) "Measurable Outcomes of Workforce Development and the Economic Impact of Attending a North Carolina Community College" (Larry W. Gracie); (6) "Partnering to Identify and Support High-Wage Programs" (Kae R. Hutchison, Sharon Story Kline, Carol Mandt, Suzanne L. Marks); (7) "Institutional Level Implementation: Translating Research into Current Practice" (Fred Carvell, Martha Graham, William E. Piland); (8) "Descriptive Analysis of Students' Post-College Earnings from California Community Colleges" (Frankie Santos Laanan); (9) "Looking Ahead: A National Measure of Post-Community College Earnings" (Jorge R. Sanchez); (10) "Employment and Earnings Outcomes: New Perspectives" (David W. Stevens); (11) "Sources and Information: Economic Benefits of a Community College Degree" (Elizabeth Foote). (EMH)

ED 425 786 JC 990 037
Brewer, Jerrilyn A.
Integration of Academic and Occupational Education in Community/Technical Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-99-01
Pub Date—1999-01-00
Contract—ED-99-CO-0010
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, *Education Work Relationship, Educational Change, Educational Innovation, General Education, *Integrated Curriculum, *Interdisciplinary Approach, Job Training, Program Implementation, *Technical Institutes, Two Year Colleges, *Vocational Education
Identifiers—ERIC Digests

This digest discusses the rationale for integrating academic and occupational education. It describes models for, and barriers to, integration, and offers suggestions for advancing integration efforts. Integration of academic and occupational education reinforces the shifting paradigm from teaching to learning and requires that students become active participants in the construction of their own knowledge. It also expands occupational education to include civic goals, helps meet the civic needs of the community, and prepares students to work in technologically oriented workplaces. The digest briefly discusses the experiences of five community colleges and technical schools that have implemented some or all of the following approaches to integration: (1) general education requirements; (2) applied academics courses; (3) cross-curricular incorporation of academic skills in occupational programs; (4) incorporating academic modules in expanded occupational courses; (5) multidisciplinary courses combining academic perspectives and occupational concerns; (6) tandem and cluster courses and learning communities; (7) colleges-within-colleges; and (8) remediation and English-as-a-second language programs with an occupational focus. Listed are possible barriers to integration and ways in which administrators can facilitate the integration process. (Contains 13 references.) (SL)

ED 427 818 JC 990 121
Kuo, Elaine W.
Creating Beneficial Institutional Collaborations. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-99-02
Pub Date—1999-02-00
Contract—ED-99-CO-0010
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Community Colleges, *Institutional Mission, Organizational Change, *Partnerships in Education, *School Business Relationship, *School Community Relationship, Two Year Colleges
Identifiers—ERIC Digests

This digest examines the value of collaborations among businesses, community organizations, and educational institutions, and explores how partnerships create new opportunities and challenges. The benefits of collaborative efforts for community colleges include: (1) furthering access and services to local constituents; (2) bridging secondary education and baccalaureate programs; and (3) promoting economic development. Many examples of different types of collaborations are given. Collaborations among local businesses, such as the Rural Community College Initiative, foster community partnerships and address local educational and employment barriers. The Bronx Corridor of Success Initiative links education and community development through collaboration among at-risk youths, the Bronx Community College (New York), and various community organizations. A collaboration between the New York University School of Education and eleven area community colleges is an example of a collaboration among educational institutions, created to improve transfer rates. Movement toward collaboration must be strategic and continuous. The goals of increasing access to higher education and enhancing community economic development continue to be the impetus that sustains these relationships between community colleges and external organizations. (AS)

ED 427 819 JC 990 122
Outcalt, Charles
Community College Honors Programs. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-99-03
Pub Date—1999-03-00
Contract—ED-99-CO-0010
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Community Colleges, *Curriculum Development, *Honors Curriculum, *Institutional Mission, Program Effectiveness, Program Evaluation, Transfer Rates (College), *Two Year College Students, Two Year Colleges
Identifiers—ERIC Digests

This digest describes community college honors programs with regard to their origins and goals, consistency with institutional missions, and effectiveness. Potential goals for honors programs at community colleges include: (1) providing advanced students an opportunity to learn more than they would in a non-honors curriculum; (2) retaining a higher proportion of academically motivated students and faculty; (3) achieving higher transfer rates with honors participants; (4) enhancing institutional image; and (5) developing stronger relationships with senior institutions as a result of the potentially enhanced transferability of honors students. Honors programs have been criticized for seeming to introduce a note of elitism into the egalitarian goal of community colleges to provide education for everyone. Despite this criticism, the incidences of honors programs at two-year colleges has increased to 36% in the past 4 years (from 25% in 1995). Conclusions on the effectiveness of honors programs are tentative, since there is a scarcity of empirical data. The digest suggests that honors programs assessments could be strengthened by integrating more data on outcome measures, such as post-community college academic and/or employment success, rather than focusing solely on student satisfaction and characteristics. These programs deserve further systematic, outcome-oriented study. (EMH)

ED 428 812 JC 990 174
Gillet-Karam, Rosemary, Ed.
Preparing Department Chairs for Their Leadership Roles. New Directions for Community Colleges, Number 105.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-4846-2; ISSN-0194-

3081
Pub Date—1999-00-00
Contract—RI-93-00-2003
Note—88p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, California 94104-1342 ($25 each; subscriptions: $57 individuals, $107 institutions, agencies, and libraries).
Journal Cit—New Directions for Community Colleges; v27 n1 Spr 1999
Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Responsibility, *Community Colleges, *Department Heads, *Leadership Qualities, *Leadership Training, *Management Development, *Middle Management, Skill Development, Two Year Colleges

This issue focuses on preparing department chairs for their leadership roles. It presents qualities that experienced chairs cite as being crucial to success, and asserts the need to develop formal training programs for people newly appointed to these positions. Articles include: (1) "Midlevel Management in the Community College: A Rose Garden?" (Rosemary Gillett-Karam); (2) "Meeting the Millennium's Challenge: Leading from Where You Are" (Robin L. Spaid and Michael H. Parsons); (3) "The Practitioner's Guide to Midlevel Management Development" (Mary S. Spangler); (4) "A Statewide Survey of New Department Chairs: Their Experiences and Needs in Learning Their Roles" (Albert B. Smith and Gloria A. Stewart); (5) "College Presidents Examine Midlevel Management in the Community College" (Rosemary Gillett-Karam, et. al.); (6) "The Need for Leadership Training: The Evolution of the Chair Academy" (Gary L. Filan); (7) "Situating Midlevel Managers' Training: Learning and Doing in Context" (John M. Pettitt); (8) "Understanding Managerial Leadership as More Than an Oxymoron" (Erika Yamasaki); and (9) "Sources and Information on Midlevel Managers in the Community College" (Elizabeth Foote). (AS)

ED 429 633 JC 990 206
Abell, Arianne
Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-99-04
Pub Date—1999-05-00
Contract—ED-99-CO-0010
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Community Colleges, *Curriculum Design, Educational Change, Educational Innovation, *Interdisciplinary Approach, Program Effectiveness, *Teacher Attitudes, Two Year Colleges
Identifiers—Eric Digests

This digest defines interdisciplinary courses, presents the benefits and challenges of offering them in the community college, and describes six existing interdisciplinary courses at community colleges around the country. Interdisciplinary courses are characterized by the following: they tend to be highly innovative; they incorporate concepts and methods from more than one discipline; they explore broad-based social issues that require multiple perspectives; and they may combine liberal arts and general education with vocational education. Benefits accrue to students who take interdisciplinary courses, including preparation for a changing work environment; exposure to moral, humanistic, and political perspectives in vocational courses; and an increased sense of community on campus. However, faculty may resent the loss of autonomy that team teaching necessitates, and may become impatient with the amount of time needed for class preparation. The digest outlines six programs currently offered by community colleges. Cuyahoga Community College in Ohio, for example, offers a freshman-level course in classical philosophy and American literature. One professor introduces a topic, while the second professor acts as commentator, questioner, and devil's advocate. At Macomb County Community College in Michigan, a business and technical writing course was developed jointly by faculty from the English, Technology, and Accounting disciplines. Contains 12 references. (CAK)

ED 430 627 JC 990 308
Striplin, Jenny J.
Facilitating Transfer for First-Generation Community College Students. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-JC-99-05
Pub Date—1999-06-00
Contract—ED-99-CO-0010
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), *College Transfer Students, *Community Colleges, *Cultural Differences, *Degrees (Academic), Higher Education, Immigration, Intervention, Job Placement, Learning Strategies, Prior Learning, *Student Mobility, Student Needs, *Two Year College Students
Identifiers—ERIC Digests, *First Generation Students

This digest discusses the challenges facing first-generation students, and offers strategies for helping them to transfer to four-year institutions. A first-generation community college student attends a community college, and his or her parents have not obtained a college degree. Large waves of immigration have affected community colleges; many of these incoming students who enter the higher education system experience difficult cultural transitions. Upward mobility is the primary goal of most of these full-time first-generation college students. Academic and social challenges are often compounded for first-generation students because of family resistance to cultural and academic acclimation, which alienates these students from family support and financial resources. The struggle for first-generation students to transfer is intensified by the prevalence of poor academic preparation and low socioeconomic levels. First-generation students are often placed in vocational, technical, and/or remedial programs that impede their progress toward transfer. To increase the overall rate of transfer, enhanced counseling and advising services, as well as faculty advising, have been effective. At one college, enrollment of first generation students in Coordinated Studies Programs is also helpful in facilitating transfer. Clarification of current articulation agreements can ease the movement from two- to four-year colleges. As high-risk students, first-generation community college students require special attention, with strategies to work with that will facilitate transfer. Contains 15 references. (AS)

ED 431 439 JC 990 351
Townsend, Barbara K., Ed.
Understanding the Impact of Reverse Transfer Students on Community Colleges. New Directions for Community Colleges, Number 106.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-4847-0; ISSN-0194-3081
Pub Date—1999-07-00
Contract—ED-99-CO-0010
Note—103p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1342 ($25).
Journal Cit—New Directions for Community Colleges; v27 n2 Sum 1999
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Role, *College Transfer Students, *Community Colleges, Educational Change, Educational Policy, *Enrollment Trends, Higher Education, *Student Educational Objectives, Two Year Colleges
Identifiers—*Reverse Transfer Students

This issue describes an enrollment pattern emerging in higher education—students who are matriculated at, or have graduated from, a four-year college who then transfer to a two-year school, a process labeled "reverse transfer." The following articles are included: (1) "What Do We Know about Reverse Transfer Students?" (Barbara K. Townsend and John T. Dever); (2) "Paradoxes: California's Experience with Reverse Transfer Students" (Linda Serra Hagedorn and Consuelo Rey Castro); (3) "Understanding and Recruiting the Reverse Transfer Student: A Presidential Perspective" (James L. Catanzaro); (4) "The Urban Postbaccalaureate Reverse Transfer Student: Giving New Meaning to the Term 'Second Chance'" (John W. Quinley and Melissa P. Quinley); (5) "Reverse Transfer Students in an Urban Postsecondary System in Oregon" (Susan K. Bach, Melissa A. Banks, David K. Blanchard, Mary K. Kinnick, Mary F. Ricks, and Juliette M. Stoering); (6) "Bachelor's Degree Students Attending Community Colleges: A Look at Postbaccalaureate Reverse Transfers in Missouri" (Terry L. Barnes and Laura M. Robinson); (7) "Postbaccalaureate Reverse Transfers in Maryland and Tennessee: Institutional Problems and Possibilities" (Barbara K. Townsend and Rivkah Y. Lambert); (8) "Institutional and Public Policy Implications of the Phenomenon of Reverse Transfer Students" (Daniel J. Phelan); and (9) "Sources and Information on the Scope and Impact of Reverse Transfers" (Christine M. LeBard). (EMH)

PS

ED 422 119 PS 026 853
Schumacher, Donna
The Transition to Middle School. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-98-6
Pub Date—1998-06-00
Contract—RR93002007
Note—3p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Elementary School Students, Family School Relationship, *Junior High School Students, Junior High Schools, *Middle School Students, *Middle Schools, *Student Adjustment, Student Attitudes, Student Motivation, *Transitional Programs
Identifiers—ERIC Digests, Transitional Activities

The transitions students make during their years of schooling are usually major events in their lives and in the lives of their parents. The stresses created by these transitions can be minimized when the new environment is responsive to each particular age group. This digest presents a brief overview of some of the issues involved in the transition from elementary to middle level school, including all middle grade and junior high school configurations, and provides suggestions for transition programs and activities. The digest delineates common concerns identified by students and specific challenges identified by teachers. It focuses on social, organizational, and motivational factors related to dealing with school transitions. Guidelines for planning effective transition programs are listed, including establishing a transition protocol that can be replicated and updated easily and asking participants to evaluate the transition programs. The digest also gives examples of several transition activities for use in designing a transition plan, including the distribution of school handbooks to families, and exchange of letters between students in the sending and receiving schools. The digest concludes by noting that effective middle level transition programs establish a sense of belonging among the multiple constituencies involved, respond appropriately to incoming students' needs, and provide multiple opportunities to develop a meaningful role during the transition process and to maintain that role throughout the school year. (Contains 12 references.) (Author/KB)

ED 423 079 PS 026 945
Crosser, Sandra
He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-98-7
Pub Date—1998-09-00
Contract—RR93002007
Note—3p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Enrollment, Individual Development, *Kindergarten, Kindergarten Children, Learning Readiness, Males, Primary Education, *School Entrance Age, *School Readiness, Student Adjustment, Student Placement
Identifiers—*Academic Redshirting, ERIC Digests, *Season of Birth, Summer

Educators commonly recommend that children born during the summer months, especially boys, be given an extra year to mature before entering kindergarten so that they will not suffer from the academic disadvantages of being among the youngest children in a class. Terms such as "academic redshirting" and "graying of the kindergarten" have been invented to describe the practice and effects of holding children back from kindergarten. This Digest asserts that research cited in support of delayed entrance, however, is meager and somewhat contradictory. Results of a study comparing a group of summer-born children who delayed school entrance to a group who entered kindergarten on time (matched for intelligence) indicated that boys with summer birth dates tended to be advantaged academically by postponing entrance; the advantage was greatest in reading. The Digest asserts that such small-scale studies need to be replicated before educators can make informed recommendations about optimum kindergarten entrance age. The Digest notes that affluent parents tend to hold out their summer-born children more often than do low socioeconomic status parents, causing children at academic risk from poverty factors to face the additional hurdle of being compared to advantaged children who are 12 to 15 months older. The Digest concludes by noting that academic achievement is only one piece of the school entrance age puzzle, and that blanket recommendations to hold back one group of children only serve to change who will be part of the youngest group. The Digest recommends that educators and parents consider the individual child when making entrance age decisions. (EV)

ED 424 031 PS 027 017
Katz, Lilian G. Chard, Sylvia C.
Issues in Selecting Topics for Projects. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-98-8
Pub Date—1998-10-00
Contract—DERR93002007
Note—3p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Active Learning, Class Activities, Classroom Techniques, *Discovery Learning, Elementary Education, *Experiential Learning, Integrated Curriculum, Learning Activities, Preschool Education, Student Motivation, *Student Projects, Teacher Role, Teacher Student Relationship, Teaching Methods
Identifiers—ERIC Digests, *Project Approach (Katz and Chard), *Topic Selection

Unlike units and themes in the early childhood and primary curriculum, projects are defined as children's in-depth investigations of various topics—ideally, topics worthy of the children's time and energy. As increasing numbers of teachers and school districts incorporate project work into their curriculum, questions have been raised about what to consider when selecting project topics. This Digest addresses the main issues and suggests a list of topic selection criteria. General factors to consider in selecting topics include: (1) characteristics of the particular group of children; (2) the geographic context of the school; (3) the school's wider cultural community; (4) the availability of relevant local resources; (5) the topic's potential contribution to later learning; and (6) the teacher's own knowledge of the topic. Using children's interests as a starting point in topic selection may lead to choosing appropriate topics, but this approach also presents several potential pitfalls. There are also problems associated with choosing exotic or fanciful topics. A topic is appropriate if: (1) it is directly observable in the children's own environments; (2) it is within most children's experiences; (3) firsthand direct investigation is feasible and not potentially dangerous; (4) local resources (field sites and experts) are favorable and readily accessible; (5) it has good potential for representation in a variety of media; (6) parental participation and contributions are likely, and parents can become involved; (7) it is sensitive to the local culture as well as culturally appropriate in general; (8) it is potentially interesting to many of the children, or represents an interest that adults consider worthy of developing in children; (9) it is related to curriculum goals and standards of the school or district; (10) it provides ample opportunity to apply basic skills; and (11) it is optimally specific—not too narrow and not too broad. (LPP)

ED 424 032 PS 027 018
Massey, Marilyn S.
Early Childhood Violence Prevention. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-98-9
Pub Date—1998-10-00
Contract—DERR93002007
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Caregiver Child Relationship, Caregiver Role, *Child Abuse, Child Development, Conflict Resolution, *Early Childhood Education, Family Violence, Learning, Parent Child Relationship, Parent Education, Parent Role, *Prevention, Teacher Role, Teacher Student Relationship, *Violence, *Young Children
Identifiers—ERIC Digests, Shaken Baby Syndrome

Noting that all Americans are stakeholders in the quest to prevent violence in the critical early years, this Digest focuses on preventing violence in children's lives and suggests ways caregivers, parents, and teachers can reduce the damaging effects of violence. Even before a child is born, violence can have a profound effect upon its life. Studies show that battered pregnant women often deliver low birth-weight babies who are at risk for exhibiting developmental problems. Shaken baby syndrome, the shaking of an infant or child, can be devastating and result in irreversible brain damage, blindness, and even death. Violent children usually come from violent homes, where parents model violence as a means of resolving conflict and handling stress. Even if children are not abused physically themselves, they can suffer psychological trauma, including lack of bonding, from witnessing battering. Research also shows that chronic exposure to violence adversely affects a child's ability to learn. The relationship between violence and learning is significant because cognitive skills are crucial in terms of academic success, self-esteem, coping skills, and overall resilience. Parents, teachers, and other caregivers can practice specific steps to prevent violent behavior, including the following: (1) give children consistent love and attention; (2) ensure that children are supervised and guided; (3) model appropriate behaviors; (4) do not hit children; and (5) be consistent with rules and discipline. Directors of preschools and child care centers have an opportunity to address violence prevention in early childhood. Violence prevention methods that can make a difference in the lives of parents and young children include the following: (1) offer parenting classes that deal with effective parenting and child development; (2) conduct training for parents, expectant parents, and those who work directly with young children; and (3) provide educational opportunities concerning the prevention of shaken baby syndrome. (LPP)

ED 424 033 PS 027 019
Katz, Lilian G.
Twins in School: What Teachers Should Know. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-98-10
Pub Date—1998-10-00
Contract—DERR93002007
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Behavior, Child Development, Child Psychology, Childhood Needs, Classroom Environment, Elementary Education, *Individual Development, Parent Role, Preschool Education, School Policy, *Sibling Relationship, *Siblings, *Student Placement, Teacher Role, *Twins
Identifiers—ERIC Digests, Multiple Birth Family

The incidence of multiple births has increased dramatically in the past two decades. Given this trend, it seems reasonable to assume that many teachers will have twins and other multiple siblings in their classes at some point in their classroom careers. This Digest offers some pointers for educators facing the challenges of educating multiples. There are two basic types of twins and other multiples. Identical twins are defined as monozygotic because they are the result of the split of a single fertilized ovum. Dizygotic twins, usually referred to as fraternal twins, are the result of the fertilization of two separate ova, as in other siblings born years apart. One question frequently asked by preschool and elementary teachers is whether the separation of multiples should be encouraged. The Parents of Multiple Births Association provides a list of possible circumstances to be considered when making a decision about separation. Included in this list are questions such as whether the twins' "togetherness" might hinder the social development of one or both. Separation may also be considered if classmates engage in frequent comparisons of the pair, and the comparisons provoke negative feelings in either twin. There is no evidence that twins are more disruptive than non-twins. However, if disruptions do occur and standard procedures for handling disruptive behavior fail to alleviate the pattern, separation might be one course of action to consider. Separation might also be considered if a female twin "over-mothers" her male co-twin. Educators might want to consider how separation will affect twins who are accustomed to helping each other through academic and social predicaments. Twins can be closely observed and evaluated by teachers and parents. In this way, school personnel and parents can address the issue of separation as a team focused on the long-term best interests of the children. (LPP)

ED 424 038 PS 027 105

Cesarone, Bernard

Video Games: Research, Ratings, Recommendations. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-98-11

Pub Date—1998-11-00

Contract—DERR93002007

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Aggression, Children, *Computer Games, Computer Software Evaluation, Demography, Elementary Secondary Education, *Mass Media Effects, Parent Role, Rating Scales, Self Concept, Sex Differences, *Video Games, *Violence

Identifiers—*Electronic Games, *ERIC Digests, Video Arcades

This Digest reviews research on the demographics and effects of video game playing, discusses game rating systems, and offers recommendations for parents. The Digest begins by discussing research on the time children spend playing electronic games, which shows that younger children's game playing at home (90% of fourth-graders played at least one hour per week, according to one study) decreases in favor of game playing in arcades as they get older. Studies also consistently show that boys play more electronic games than girls, although girls perceive themselves to have peer approval for moderate amounts of game playing, and both boys and girls enjoy violent electronic games. The Digest then discusses research on the effects of playing violent games. Studies tend to show an increase in arousal and aggression in subjects who have played a violent versus a nonviolent game, although there may still be insufficient laboratory research to support strong causal statements about the effects of violent games on children's aggression. The Digest describes research on other effects of electronic game playing, such as the link between heavy game playing or playing of violent games and self-concept. Following a discussion of two electronic game rating systems, devised by the Recreational Software Advisory Council and the Entertainment Software Rating Board, the Digest offers parents recommendations for managing their children's game playing. Recommendations include knowing the content and procedures of the games, paying attention to game ratings, establishing explicit game-playing guidelines, and educating children about the difference between media and real-life violence. (Contains 11 references.) (EV)

ED 424 977 PS 027 125

Beneke, Sallee

Rearview Mirror: Reflections on a Preschool Car Project.

National Parent Information Network, Champaign, IL.; ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-11-00

Contract—DERR93002007

Note—91p.; Photographs may not reproduce well.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, Children's Research Center, 51 Gerty Drive, Champaign, IL 61820-7469; phone: 800-583-4135, 217-333-1386; fax: 217-333-3767 (Catalog No. 220, $10, plus $1.50 shipping in U.S.; $3 shipping outside U.S. Payment must be in U.S. funds. Make checks payable to 'University of Illinois').

Pub Type— Books (010) — ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Active Learning, *Class Activities, Classroom Techniques, Cooperative Learning, Curriculum Based Assessment, Discovery Learning, *Documentation, Experiential Learning, Integrated Curriculum, Learning Activities, Personal Narratives, *Portfolio Assessment, Preschool Curriculum, Preschool Education, Problem Solving, Student Projects, Teacher Role, Teacher Student Relationship, Teaching Methods, Young Children

Identifiers—*Project Approach (Katz and Chard), *Work Sampling System (Meisels)

This book documents the work of a master preschool teacher, her co-teachers, student teachers, and very young children as they explored the automotive laboratory adjacent to their early childhood classroom at a community college. In addition to introducing the project approach, the master teacher also introduced the staff and students to documentation practices, including systematic curriculum-based assessment through the use of the Work Sampling System. The book's introduction discusses the challenges and opportunities presented by the location of the early childhood classroom in the college's Automotive Mechanics Building. The first chapter, "Planning and Anticipating the Car Project," discusses reasons for choosing cars as a project topic, the generation of a topic web, and reasons for using the project approach and the Work Sampling System. The second chapter, "Phase 1: Beginning the Project," describes the early stages of the project and individual children's experiences starting their exploration of cars. The third chapter, "Phase 2: Building the Car," describes how individual children solved the problems that arose in the course of the project, in addition to discussing various topics, including the challenges presented by the irregular attendance patterns of the children at the center, when to include teacher-initiated activities in project work, and the value of demonstrating a new activity. The fourth chapter, "Phase 3: Sharing and Celebrating Accomplishments," discusses displaying documentation as a record of the project, documenting the project in portfolios, and the final display of the car. The publication concludes with four ERIC digests: (1) "The Project Approach"; (2) "Issues in Selecting Topics for Projects"; (3) "The Contribution of Documentation to the Quality of Early Childhood Education"; and (4) "Performance Assessment in Early Childhood Education: The Work Sampling System." Includes 91 illustrations. (LPP)

ED 424 989 PS 027 175

Robertson, Anne S., Ed.

Proceedings of the Families, Technology, & Education Conference (Chicago, IL, October 30-November 1, 1997).

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.; American Univ., Washington, DC. Mid-Atlantic Equity Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-12-00

Contract—RR93002007

Note—277p.; For individual conference papers, see PS 027 176-207.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, Children's Research Center, 51 Gerty Drive, Champaign, IL 61820; Tel: 800-583-4135 (Toll-Free); Tel: 217-333-1386; Fax: 217-333-3767; e-mail: ericeece@uiuc.edu (Catalog No. 222, $15 plus $1.50 shipping and handling for orders in the U.S.).

Pub Type— Collected Works - Proceedings (021) — ERIC Publications (071)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Access to Information, Child Rearing, Computer Mediated Communication, *Computer Uses in Education, Computers, *Educational Technology, Elementary Secondary Education, *Equal Education, Family (Sociological Unit), Family School Relationship, Gifted, Home Schooling, *Internet, Parent Participation, Parent Role, Safety, Special Education, Technology, *World Wide Web

Identifiers—*Families Technology and Education Conference, Technology Integration

The Families, Technology, and Education Conference was held in late 1997, when computer technology and the Internet were raising concerns as well as presenting new opportunities for parents. The conference papers in this collection are organized into six sections. Papers in the General Sessions section are: (1) "Reading the President's Technology Literacy Challenge: What's Next?" (Roberts); (2) "Equity and Young Children as Learners" (Bowman); (3) "Families, Education, and the Technological Age" (Somerville); and (4) "People Make Dreams Come True, and Technology Expands the Possibilities: An Educational Journal across the United States" (Blondin family). Some of the papers in the Applications section include: (1) "'Learn & Live': A Documentary Film from The George Lucas Education Foundation" (Patty Burness); (2) "Making the MOST of Out-of-School Time: Technology's Role in Collaboration" (Coltin and McGuire); (3) "Child Care Consumer Education on the Internet" (Goldstein); and (4) "Military Teens on the Move: An Internet Resource for Military Youth Facing Relocation" (Wright and others). Some of the papers in the Equity section include: (1) "Dual-Use Technology: A Total Community Resource" (Degnan and Jacobs); (2) "Families, Equity, and Technology: 'The 81 Percent Solution' Revisited" (Komoski); (3) "NeighborhoodLink: A Community Network for Cleveland's Inner City" (M.E. Simon); and (4) "Buying into the Computer Age: A Look at Hispanic Families" (Wilhelm). Some of the papers in the Exceptionality section include: (1) "College Planning for Gifted Students" (Berger); and (2) "Comprehensive Monitoring of a Student's Activities" (Rubovits and Mulberry). Papers in the Internet section include: (1) "Early Adolescent Social Networks and Computer Use" (Orleans & Laney); (2) "Using Internet Resources to Strengthen Community Programs and Collaborations for Children, Youth, and Families at Risk" (Swanson and others); and (3) "Moral Development in the Information Age" (Willard). Some of the papers in the Links section include: (1) "Applications of Technology to Linking Schools, Families, and Students" (Bauch); (2) "The Family-School Connection and Technology" (Blanchard); (3) "Using Technology To Link Families and Schools to Research-Based Information" (Osher and Snow); and (5) "Using Technology to Develop Programs of School, Family, and Community Partnerships" (B.S. Simon and others). (LPP)

ED 425 022 PS 027 208

Cesarone, Bernard, Ed. Preece, Laurel, Ed.

ERIC/EECE Newsletter. 1994-1998.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-0883-4148

Pub Date—1998-00-00

Contract—R93002007

Note—63p.; Volumes 1-5 no longer available from source.

Journal Cit—ERIC/EECE Newsletter; v6 n1-v10 n2 Mar 1994-1998

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, *Day Care, *Early Childhood Education, *Educational Quality, Fathers, Internet, Newsletters, Parent Participation, Reggio Emilia Approach, Research and Development, Resilience (Personality), Rewards, Television Viewing, Theory Practice Relationship, *Violence

Identifiers—ERIC Clearinghouse on Elementary Early Child Educ, *Project Approach (Katz and Chard)

This document consists of 10 issues (created over 5 years) of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early childhood education, calls for papers, announcements about Internet resources, news items about and lists of publications from ERIC/EECE, or articles about child care from the Adjunct ERIC Clearinghouse on Child Care. The feature articles discuss: (1) the project approach; (2) risks of rewards for children; (3) adapting ideas from the Reggio Emilia (Italy) approach to preschool education in the United States; (4) fostering resilience in children; (5) resolving differences between teachers and parents; (6) male involvement in early childhood programs; (7) applying child development knowledge; (8) implications of research for practice; (9) television violence; and (10) selecting topics for project work. Articles related to child care concern establishing family-centered child care programs, improving the quality and availability of child care, inclusion, quality in child care, and intergenerational child care. Additional short articles address topics of: (1) violence and young children; (2) integrated curriculum; (3) Hispanic parent involvement in ECE; (4) documentation and quality in ECE; (5) transitions to middle school; and (6) reports from a kindergarten study. (BC)

ED 425 023 PS 027 209

Preece, Laurel, Ed.

Parent News: A Compilation of 1996 Issues.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.; National Parent Information Network, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-1093-0442

Pub Date—1998-00-00

Contract—RR93002007

Note—290p.; Volume 1 is not available in print form. Volume 2 and subsequent volumes downloaded and printed from Web site. For Volume 3, see PS 027 210; for Volume 4, see PS 027 211.

Available from—Web site: http://ericps.ed.uiuc.edu/npin/pnens

Journal Cit—Parent News; v2 n1-12 Jan-Dec 1996

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Child Rearing, Employed Parents, Internet, Newsletters, *Parent Child Relationship, Parent Student Relationship, *Parenting Skills

This document consists of the 12 issues of "Parent News" (an electronic Internet magazine for parents, prepared for the National Parent Information Network) published during 1996. Each monthly issue contains short feature articles summarizing research, announcing major events and conferences, and addressing issues of interest to parents. Topics of feature articles include children's health; sexuality; choosing a school and school choice; school uniforms; fathering; magnet schools; children's computer and Internet use; creativity; television; self esteem; school size; child care; parental leave; school-to-work transitions; child behavior; parent-school and parent-teacher relationships; college costs; balancing work and family life; family centers; resilience; preventing drug use; and family literacy. Some articles are reprinted with permission from other sources. Also included in each issue are sections that provide information geared to the interests of parents, including: (1) book reviews; (2) World Wide Web and gopher sites; (3) organizations; (4) national organization phone numbers; and (5) a calendar of events. Some issues also contain sections on newsletters (issues 2-12) and on guides, brochures, and fact sheets (issues 11-12) for parents. (DR)

ED 425 024 PS 027 210

Robertson, Anne S., Ed.

Parent News: A Compilation of 1997 Issues.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.; National Parent Information Network, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-1093-0442

Pub Date—1997-00-00

Contract—RR93002007

Note—539p.; Volume 1 is not available in print form. Volume 2 and subsequent volumes downloaded and printed out from Web site. For Volume 2, see PS 027 209; for Volume 4, see PS 027 211.

Available from—Web site: http://ericps.ed.uiuc.edu/npin/pnens

Journal Cit—Parent News; v3 n1-12 Jan-Dec 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—*Child Rearing, Newsletters, *Parent Child Relationship, Parent Education, Parent Student Relationship, *Parenting Skills

Identifiers—National Parent Information Network

This document consists of the 12 issues of "Parent News" (an electronic Internet magazine for parents, prepared for the National Parent Information Network) published during 1997. Each monthly issue contains feature articles describing the activities of the National Parent Information Network, summarizing research useful to parents, announcing major events and conferences, and addressing issues of interest to parents. Topics of feature articles include healthy communities; television; children's health; discipline; grandparents as parents; grade repetition; reading to infants and children; partnerships for student success; services for teen parents; child care; fathering; family and community traditions; eating habits; children with special needs; brain development in young children; preventing substance abuse; displaced children; language acquisition; latchkey children; motor skill and cognitive skill development; partnerships between parents and physicians; the Internet and families; teen drivers; foster parenting; parent information centers; and adoption. Some articles are reprinted with permission from other sources. Also included in each issue are sections that provide information geared to the interests of parents, including: (1) book reviews; (2) World Wide Web and gopher sites; (3) organizations; (4) national organization phone numbers; (5) a calendar of events; (6) newsletters; and (7) guides, brochures, and fact sheets for parents. (DR)

ED 425 025 PS 027 211

Robertson, Anne S., Ed.

Parent News: A Compilation of 1998 Issues.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.; National Parent Information Network, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-1093-0442

Pub Date—1998-00-00

Contract—RR93002007

Note—454p.; Volume 1 is not available in print form. Volume 2 and subsequent volumes downloaded and printed out from Web site. For Volume 2, see PS 027 209 and for Volume 3, see PS 027 210. "Parent News" moved to bimonthly publication schedule with the Sept.-Oct. 1998 issue.

Journal Cit—Parent News; v4 n1-10 Jan-Dec 1998

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Child Rearing, Internet, Newsletters, Parent Child Relationship, Parent Education, Parent Student Relationship, *Parenting Skills

Identifiers—National Parent Information Network

This document consists of the 12 issues of "Parent News" (an electronic Internet magazine for parents, prepared for the National Parent Information Network) published during 1998. Each monthly issue contains feature articles describing the activities of the National Parent Information Network, summarizing research useful to parents, announcing major events and conferences, and addressing issues of interest to parents. Topics of feature articles include: children and the Internet; Down Syndrome; fathering; after school care; television; child care; family uses of technology; grandparenting programs; family meals; parent involvement; young children and racism; the first day of school; bullies; teen driving; adolescents; emergent literacy; drug abuse prevention; mixed-age grouping; supporting working families; parenting education programs; language development; sexuality; adolescent behavior; advocates for special needs children; violence in children; making friends; mental illness in children; conflict resolution; and twins in school. Some articles are reprinted with permission from other sources. Also included in each issue are sections that provide information geared to the interests of parents, including (1) book summaries and reviews; (2) World Wide Web sites; (3) organizations; (4) a calendar of events; and (5) guides, brochures, and fact sheets for parents. (DR)

ED 425 026 PS 027 212

Robertson, Anne S., Comp.

The Best of "Parent News": A Sourcebook on Parenting from the National Parent Information Network.

National Parent Information Network, Champaign, IL.; ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-12-00

Contract—RR93002007

Note—174p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, Children's Research Center, 51 Gerty Drive, Champaign, IL 61820; Tel: 800-583-4135 (Toll-Free); Tel: 217-333-1386; Fax: 217-333-3767, e-mail: ericeece@uiuc.edu (Catalog No. 221, $10 plus $1.50 shipping and handling. Make check payable to 'University of Illinois').

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescents, Child Development, *Child Rearing, Children, Early Childhood Education, Elementary Secondary Education, *Internet, Newsletters, *Parent Education, Parent Student Relationship, *Parenting Skills, Parents, Partnerships in Education

Identifiers—ERIC CLearinghouse on Elementary Early Child Educ, ERIC DIgests, Family Community Relationship, National Parent Information Network

The National Parent Information Network (NPIN) was created in 1993 to collect and disseminate information about high-quality resources for parents. One of the services provided by NPIN is "Parent News," an Internet magazine that focuses on topics of interest to parents and to professionals who work with parents. Compiled in response to requests for a publication that would introduce those without Internet access to the activities and information available through NPIN, this "Best of" sourcebook provides and "offline" collection of education, parenting, child development, and family life information. Following descriptions of NPIN and of the Educational Resources Information Center (ERIC) and the ERIC Clearinghouse on Elementary and Early Childhood Education, the sourcebook is divided into four sections paralleling the sections in the Internet version. Articles in the "Feature Articles" section cover topics including work and family; brain development in young children, early education for special needs children, technology and the family, talking to children about sexuality and AIDS. Articles in the "Community Spotlights" section explore topics including the strength of family literacy, home visiting, and grandparent programs. Articles in the "Of Interest" section discuss topics such as building resilience in children, adolescence and gender issues, living in a stepfamily, and attention deficit/hyperactivity disorder. Following a brief description of the authors of the Parent News articles, the sourcebook concludes with full-text copies of ERIC digests produced by clearinghouses in the ERIC (Educational Resource Information Center) system. These digests explore topics such as spanking; kindergarten entrance age; bullying in schools; the risks of rewards; homeschooling gifted students; and standardized testing in the schools. (HTH)

ED 425 866 PS 027 251

Goldstein, Anne

Child Care Consumer Education on the Internet. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-98-12
Pub Date—1998-12-00
Contract—DERR93002007
Note—3p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Information Services, *Consumer Education, *Day Care, Day Care Centers, Early Childhood Education, Educational Quality, Family Needs, Information Dissemination, Information Needs, *Internet, Multimedia Materials, Parent Materials, Parents, Referral, School Age Day Care, State Programs
Identifiers—*Child Care Needs, Day Care Quality, *Day Care Selection, ERIC Digests

One of the most important decisions that parents make is choosing child care for their children. Child care consumer education provides parents with the information they need to help them assess their needs, locate services, evaluate quality, and choose the best possible care for their children. There are two broad strategies for disseminating child care consumer education information: direct consultation with parents and multimedia public awareness campaigns. Many parents obtain information about choosing high-quality child care through telephone or face-to-face contacts with community-based child care resource and referral agencies. To augment these individualized strategies, national, state, and community organizations develop multimedia public awareness campaigns designed to provide consumers, potential consumers, employers, and others in the community with general information on the importance of high-quality child care. States and local communities have also begun exploring the use of computer technology to deliver child care related information to families. There are, however, a number of challenges to providing effective child care consumer education on the Internet. In designing online strategies, consumer educators need to provide information that is: (1) responsive to the needs of families looking for high-quality child care and presented from the consumer's point of view, with literacy and language needs met; (2) easy-to-find, continually updated, and well-publicized to the target audiences; and (3) one of many child care consumer education strategies used in a community. The Internet provides the opportunity for families to access an enormous amount of information; however, it also has obstacles around which a family may have to maneuver in order to be successful in accessing needed information. As more information is made available through the Internet, we will need to continue to study, evaluate, and improve consumer education initiatives to best meet the child care needs of all children and their families—both online and off. (LPP)

ED 426 818 PS 027 351
Snow, Catherine E. Burns, M. Susan Griffin, Peg
Language and Literacy Environments in Preschools. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-99-1
Pub Date—1999-01-00
Contract—ED-99-CO-0020
Note—3p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, *Classroom Environment, Day Care, Early Intervention, Educational Quality, *Emergent Literacy, High Risk Students, Literature Reviews, Preschool Children, *Preschool Education, *Reading Research, Reading Skills
Identifiers—Daycare Quality, ERIC Digests, *Literacy Environments

Because of the variation in support for literacy development in different homes, many children need high-quality preschool and school environments and excellent primary instruction to be sure of reading success. This Digest discusses the research on preschool literacy environments and their contributions to reading skills development. The overall quality of a child care program has been found to be an important determinant of positive effects on language and preliteracy skills. Studies that have focused on the language environments in preschool classrooms suggest that the quality of adult-child discourse is important, as is the amount of such interaction. Modest enhancements of the quality of classroom experiences show positive effects on children's language development and preliteracy skills. Given the pervasive evidence of differences in language and emergent literacy skills associated with class, culture, and linguistic background, it is heartening that preschool has been shown to benefit children's performance in school. (LPP)

ED 426 819 PS 027 352
Stroud, Judith E. Stroud, James C. Staley, Lynn M.
Adopted Children in the Early Childhood Classroom. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-99-2
Pub Date—1999-02-00
Contract—ED99-CO-0020
Note—3p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adopted Children, *Adoption, Bibliotherapy, Classroom Environment, Early Childhood Education, *Teacher Attitudes, *Teacher Role, Teacher Student Relationship, Young Children
Identifiers—ERIC Digests

Early childhood teachers can help young children develop an awareness of and appreciation for the many kinds of family structures in today's society. This Digest provides suggestions for teachers who may have children in their classroom who were adopted. Strategies include: (1) select curriculum activities and materials that represent diverse families; (2) reconsider the name of "adopt-a" projects in the classroom because the phrase devalues the concept of adoption and adoptive parenthood; (3) listen carefully to children's questions—if a child's question deals with the concept of origin, the teacher should not assume that the child is asking about adoption; (4) avoid bias toward adopted children; and (5) consider using bibliotherapy. Careful curriculum planning combined with adoption awareness, genuine concern, and sensitivity will ensure a positive early education experience for adopted children. (Author/LPP)

ED 427 896 PS 027 433
Darling, Nancy
Parenting Style and Its Correlates. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-99-3
Pub Date—1999-03-00
Contract—ED-99-CO-0020
Note—3p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Behavior, *Child Development, *Child Rearing, Interpersonal Competence, *Parent Attitudes, *Parent Child Relationship, *Parent Influence, Parent Role, Parenting Skills, *Parents, Predictor Variables
Identifiers—Authoritative Parenting, Baumrind (Diana), Demanding Behavior, ERIC Digests, Parent Responsiveness, *Parenting Styles

One of the most robust approaches to researching parents' influence on children's social competence is the study of what has been called "parenting style." Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness. Categorizing parents according to whether they are high or low on parental demandingness and responsiveness creates a typology of four parenting styles: indulgent, authoritarian, authoritative, and uninvolved. Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Authoritative parenting, which balances clear, high parental demands with emotional responsiveness and recognition of child autonomy, is one of the most consistent family predictors of competence from early childhood through adolescence. (Contains 11 references.) (LPP)

ED 428 886 PS 027 470
Katz, Lilian G., Ed. Rothenberg, Dianne, Ed.
Early Childhood Research & Practice, An Internet Journal on the Development, Care and Education of Young Children, Spring 1999.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-1524-5039
Pub Date—1999-02-27
Contract—ED-99-CO-0020
Note—178p.; Individual papers have been separately analyzed, see ED 418 771 and PS 027 471-477. Published biannually.
Available from—http://ecrp.uiuc.edu/v1n1/index.html
Journal Cit—Early Childhood Research & Practice; v1 n1 Spr 1999
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Child Development, Cultural Context, Distance Education, *Early Childhood Education, Editing, *Educational Practices, *Educational Research, *Electronic Journals, Internet, Mixed Age Grouping, Parent Teacher Cooperation, Professional Development Schools, Scholarly Journals, Student Projects, Teaching Methods, Theory Practice Relationship, Writing for Publication
Identifiers—Project Approach (Katz and Chard)

Early Childhood Research and Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. ECRP emphasizes articles reporting on practice-related research and on issues related to practice, parent participation, and policy. ECRP also includes articles and essays that present opinions and reflections. This inaugural issue of ECRP includes a brief introductory editorial (Katz and Rothenberg). The following major articles: (1) "Children's Social Behavior in Relation to Participation in Mixed-Age or Same-Age Classrooms" (28 pages) (McClellan and Kinsey); (2) "Collaborative Course Development in Early Childhood Special Education through Distance Learning" (21 pages) (Hains, Conceicao-Runlee, Caro, and Marchel); (3) "The Restructuring of an Urban Elementary School: Lessons Learned as a Professional Development School Liaison" (9 pages) (Davis); (4) "A Neophyte Early Childhood Teacher's Developing Relationships with Parents: An Ecological Perspective" (15 pages) (Sumsion); (5) "Editing: Permission to Start Wrong" (9 pages) (Clemens); and (6) "International Perspectives on Early Childhood Education: Lessons from My Travels" (12 pages) (Katz); (7) "Writing for Electronic Journals" (12 pages) (Cesarone); (8) "From Themes to Projects" (15 pages) (Chard); and (9) "ERIC Database Citations on Topics Discussed in This Issue" (48 pages). A description of new products available from ERIC/EECE is included, along with general information and links related to the journal. (EV)

ED 429 737 PS 027 626

Coltin, Lillian

Enriching Children's Out-of-School Time. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-99-4

Pub Date—1999-05-00

Contract—ED-99-CO-0020

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, After School Education, *After School Programs, Community Programs, Cooperative Programs, Elementary Secondary Education, *Enrichment Activities, Extended School Day, Extracurricular Activities, *Financial Support, *Learning Activities, Partnerships in Education, Program Descriptions, Supplementary Education

Identifiers—ERIC Digests

School-age children between the ages of 5 and 14 spend up to 80% of their time out of school. These hours represent an opportunity to help children grow and acquire important social, emotional, cognitive, and physical skills and to help them develop lifelong interests. This time can also be used to provide support for the academic challenges faced by children each day in school. Out-of-school time programs provide opportunities for young adolescents to learn skills that are not usually acquired in school, such as athletic and artistic performance skills. Programs may also extend and enrich academic skills by enabling participation in a debate club or computer club. This Digest examines two broad categories of enrichment programs—extracurricular and academic enrichment—and describes specific programs, such as the Art Moves Us program in Santa Fe, New Mexico, and LA's BEST in Los Angeles, California. The Digest also discusses program funding opportunities and gives examples of specific programs such as the MOST Initiative in Boston, Chicago, and Seattle. (LPP)

ED 431 546 PS 027 731

Santos, Rosa Milagros Reese, Debbie

Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-99-6

Pub Date—1999-06-00

Contract—ED-99-CO-0020

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, Cultural Differences, Cultural Pluralism, Early Childhood Education, Family Characteristics, Family Needs, Intercultural Communication, *Media Selection, *Multilingual Materials, *Parent Materials, *Resource Materials, Teacher Attitudes, Translation

Identifiers—*Cultural Competence, Diversity (Groups), ERIC Digests

The population of the United States is growing more culturally diverse each year, and this diversity is clearly evident among families with young children; however, individuals who work in early childhood programs are not as diverse as those they serve. Moreover, many early childhood professionals have little preparation for working with families from a wide range of cultures and linguistic backgrounds. Even among interculturally competent service providers and teachers, choosing materials to distribute to families is sometimes difficult. This Digest focuses on how to identify and select culturally and linguistically appropriate materials for parents and family members. The Digest suggests that service providers get to know their own culture and the culture and people they serve. The Digest also discusses ways to determine the strengths and limitations of specific materials, assess translated materials, and adapt materials. (LPP)

ED 431 555 PS 027 763

Freedman, Judy S.

Easing the Teasing: How Parents Can Help Their Children. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-99-7

Pub Date—1999-07-00

Contract—ED-99-CO-0020

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict Resolution, *Coping, Early Childhood Education, Emotional Response, *Interpersonal Communication, Parent Role, *Peer Relationship, *Prevention, Social Development, *Student Behavior, Young Children

Identifiers—ERIC Digests, Harassment, *Teasing

Children who are teased on a school bus, in class, or during recess often do not want to return to school. Unfortunately, teasing can occur anywhere, and it is difficult to prevent—despite the best efforts of parents, teachers, and school administrators to create a more cooperative atmosphere. This Digest discusses different types of teasing (e.g., playful versus hurtful), why children tease other children (e.g., attention, imitation, or peer acceptance), and strategies for both parents and children to help them deal with teasing (e.g., self-talk, visualization, or reframing). The Digest points out that teasing can become harassment if it is repeated or prolonged, threatens or results in violence, or involves inappropriate touching or physical contact. In such cases, it may be necessary to involve administrators and parents in determining the appropriate course of action. (LPP)

ED 432 408 PS 027 828

Nord, Christine Winquist

Participacion de los padres en las escuelas (Father Involvement in Schools). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-99-10

Pub Date—1999-07-00

Contract—RR93002007

Note—3p.; For English version of this digest, see ED 419 632.

Language—Spanish

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Family Environment, Father Attitudes, *Fathers, Nuclear Family, One Parent Family, *Parent Participation, Parent Role, *Parent School Relationship, *Parent Student Relationship, Performance Factors

Identifiers—ERIC Digests, *National Household Education Survey

Until recently, fathers were the hidden parents in research on children's well-being. Research stimulated by the new interest in fathers suggests that fathers' involvement in their children's schools does make a difference in their children's education. Using data from the 1996 National Household Education Survey (NHES:96), this Digest looks at the extent of father involvement in two-parent and in single-parent families, explores the types of involvement, and discusses the link between fathers' involvement and kindergartners' through 12th-graders' school performance. Findings noted include the following: (1) fathers in two-parent families are less likely than mothers in two-parent families to be highly involved in their children's schools; (2) fathers and mothers who head single-parent families are virtually identical in their level of involvement, and it is quite similar to that of mothers in two-parent families; (3) fathers in two-parent families are more likely to attend school or class events or general school meetings than they are to attend parent-teacher conferences or to volunteer at their children's schools. Findings also indicated that in two-parent households, children are more likely to do well academically, to participate in extracurricular activities, and to enjoy school and are less likely to have ever repeated a grade or to have been suspended or expelled if their fathers have high as opposed to low involvement in their schools. This finding was also true in father-only households, allowing that children living in single-parent households are, on average, less successful in school and experience more behavior problems than children living in two-parent households. The Digest concludes by noting that the low participation of fathers in two-parent families offers schools an opportunity to increase overall parental involvement by targeting fathers, and that fathers can be a positive force in their children's education. (LPP)

ED 432 409 PS 027 829

Crosser, Sandra

Su cumpleanos es en el verano: El dilema de la edad de entrada al jardin pre-escolar (He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-99-8

Pub Date—1999-07-00

Contract—RR93002007

Note—3p.; For English version of this digest, see ED 423 079.

Language—Spanish

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Enrollment, Individual Development, *Kindergarten, Kindergarten Children, Learning Readiness, Males, Primary Education, *School Entrance Age, *School Readiness, Student Adjustment, Student Placement

Identifiers—*Academic Redshirting, ERIC Digests, *Season of Birth, Summer

Educators commonly recommend that children born during the summer months, especially boys, be given an extra year to mature before entering kindergarten so that they will not suffer from the academic disadvantages of being among the youngest children in a class. Terms such as "academic redshirting" and "graying of the kindergarten" have been invented to describe the practice and effects of holding children back from kindergarten. This Spanish-language Digest asserts that research cited in support of delayed entrance, however, is meager and somewhat contradictory. Results of a study comparing a group of summer-born children who delayed school entrance to a group who entered kindergarten on time (matched for intelligence) indicated that boys with summer birth dates tended to be advantaged academically by postponing entrance; the advantage was greatest in reading. The Digest asserts that such small-scale studies need to be replicated before educators can make informed recommendations about optimum kindergarten entrance age. The Digest notes that affluent parents tend to hold out their summer-born children more often than do low socioeconomic status parents, causing children at academic risk from poverty factors to face the additional hurdle of being compared to advantaged children who are 12 to 15 months older. The Digest concludes by noting that academic achievement is only one piece of the school entrance age puzzle, and that blanket recommendations to hold back one group of children only serve to change who will be part of the youngest group. The Digest recommends that educators and parents consider the individual child when making entrance age decisions. (EV)

ED 432 410 PS 027 830

Anderman, Lynley Hicks Midgley, Carol

Motivacion y estudiantes de secundaria (Motivation and Middle School Students). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-99-9
Pub Date—1999-07-00
Contract—RR93002007
Note—4p.; For English version of this digest, see ED 421 281.
Language—Spanish
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Attribution Theory, Classroom Environment, *Early Adolescents, Goal Orientation, *Middle School Students, Middle School Teachers, Middle Schools, Motivation Techniques, Personal Autonomy, Self Determination, Student Attitudes, *Student Motivation, Teacher Expectations of Students, Teacher Student Relationship, Teaching Methods, *Theories
Identifiers—ERIC Digests, Task Goal Attitudes

Research has shown a decline in motivation and performance for many children as they move from elementary school into middle school; however, research has also shown that the nature of motivational change on entry to middle school depends on characteristics of the learning environment in which students find themselves. This Digest outlines some suggestions for middle school teachers and administrators for enhancing student motivation and discusses three theories that are currently prominent and that have particular relevance for young adolescent students and their teachers. Attribution theory emphasizes that students' perceptions of their educational experiences generally influence their motivation more than the objective reality of those experiences. Through instructional practices, teachers can unknowingly communicate a range of attitudes about whether ability is fixed or modifiable and convey their expectations for individual students. Goal theory focuses on the reasons students perceive for achieving: a task goal orientation represents the belief that the purpose of achieving is personal improvement and understanding; an ability goal orientation represents the belief that the purpose of achieving is the demonstration of ability. Studies find that the adoption of task goals is associated with more adaptive patterns of learning than is the adoption of ability goals. A third motivational theory of importance for middle school educators is self- determination theory. This theory describes students as having three categories of needs: needing a sense of competence, of relatedness to others, and of autonomy. Most of the research focuses on the last of these three needs. Within the classroom, autonomy needs could be addressed through allowing student choice and input on classroom decision making. It is important to recognize that supporting student autonomy does not require major upheaval in the classroom or that teachers relinquish the management of students' behavior. Even small opportunities for choice can increase students' sense of self-determination. (LPP)

ED 432 411 PS 027 831

Mizelle, Nancy B.

Helping Middle School Students Make the Transition into High School. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-99-11
Pub Date—1999-08-00
Contract—ED-99-CO-0020
Note—3p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—High Schools, *Middle School Students, *Middle Schools, *Parent Participation, *Student Adjustment, Student Attitudes, *Transitional Programs
Identifiers—ERIC Digests, Transitional Activities

Young adolescents entering high school look forward to having more choices and making new and more friends; however, they also are concerned about being picked on and teased by older students, having harder work, making lower grades, and getting lost in a larger, unfamiliar school. For middle school students, including those who have been labeled "gifted" or "high-achieving," the transition into high school can be an unpleasant experience. This Digest discusses how educators can ease students' transition into high school by providing challenging and supportive middle school environments and by providing well-designed transition programs. These programs should include activities that provide information to students and parents, activities that provide social support, and activities that bring middle and high school educators together. Finally, the importance of parents being involved in their young adolescent students' transition from middle to high school can hardly be overestimated, and parent involvement in the transition process can be encouraged through a variety of activities, including conferences with the high school counselors and school visits. (LPP)

RC

ED 423 096 RC 021 647

Romo, Harriett D.

Latina High School Leaving: Some Practical Solutions. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-RC-97-8
Pub Date—1998-05-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, *Dropout Prevention, Family Influence, *Females, *High School Students, High Schools, Hispanic Americans, Peer Influence, *Potential Dropouts, *School Role, *Sex Role, Sexual Harassment, Student Attitudes, Student School Relationship
Identifiers—ERIC Digests, *Latinas

Leaving school early has a dramatic impact on Hispanic girls, because Latinas face greater barriers than males when seeking high-wage jobs and opportunities in postsecondary education. This Digest examines how gender roles, families, schools, and friends influence Latinas in their education and career decisions, and outlines practical dropout prevention strategies for schools and families. Gender-role attitudes in U.S. society, schools, and Latino families contribute to girls' educational performance, and girls' gender attitudes may signal whether they will pursue stereotypical vocations and familial paths or seek higher education and careers. School factors that influence decisions to drop out of school include tracking into vocational or general education programs, sexual harassment and the refusal of schools to correct it, and the attitudes of peer groups in school. Some practical solutions are school programs that promote self-efficacy and high expectations, programs that improve academic performance at early ages and encourage career goals, teacher efforts to avoid and counter gender bias, the belief among school staff that all students can succeed, programs to help teen parents graduate and find work, Hispanic mother-daughter programs that raise aspirations, and programs that take into account the differences among Latinas of different generations and cultural groups. (Contains 20 references.) (SV)

ED 423 097 RC 021 648

Morse, Susan Hammer, Patricia Cahape

Migrant Students Attending College: Facilitating Their Success. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-RC-97-10
Pub Date—1998-09-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Access to Education, *College Attendance, *College Bound Students, *College Preparation, *College Students, Educational Practices, High Schools, Higher Education, Hispanic Americans, *Migrant Education, Success
Identifiers—ERIC Digests, *Student Support Services

This Digest discusses common stumbling blocks that prevent migrant students from attending and completing college and examines ways that colleges and universities can help migrant students succeed. The basic steps of completing high school with adequate college preparation, applying to college and being accepted, obtaining financial aid, and progressing through college to graduation are complicated for migrant students by frequent moves, poverty, gaps in previous schooling, and language barriers. Other obstacles include recent antiaffirmative action laws, inadequate immigration documentation, and the pressures of family financial need. Migrant postsecondary participation is encouraged by high school and college counseling, access to financial aid, and the support of parents and educators. Programs promoting college preparation for migrant students include secondary school mentoring and advocacy programs, correspondence courses, programs providing academic support and college motivation, high school equivalency programs, and summer college residential programs. Colleges that emphasize multiculturalism or that serve large Hispanic enrollments promote college completion through peer support, culturally relevant courses, first- and second-language instruction, academic support, and work options. When selecting a college, migrant students should consider campus atmosphere and support systems, as well as various financial aspects. (Contains 14 references.) (SV)

ED 423 104 RC 021 661

Castellano, Jaime A.

Identifying and Assessing Gifted and Talented Bilingual Hispanic Students. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-RC-97-9
Pub Date—1998-09-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Bilingual Students, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Females, *Gifted, *Hispanic Americans, *Limited English Speaking, Screening Tests, Spanish Speaking, *Talent Identification
Identifiers—ERIC Digests

This Digest discusses the ongoing effort to develop new methods for identifying talent and giftedness among bilingual and limited-English-proficient Hispanic students. To provide better profiles for the identification of all gifted children, research suggests use of both qualitative and quantitative instruments. Several instruments are recommended for assessing disadvantaged children, including culturally and linguistically diverse students, and for use with Spanish-speaking students. Most school districts serving gifted and talented bilingual Hispanic students use multiple criteria in the screening and identification process. Multiple criteria may include ethnographic or dynamic assessment, portfolios, test scores, teacher observation, behavioral checklists, writing samples, and input from parents and community members. Certain student traits may alert teachers to consider further assessment. Although Hispanic females have shown a consistent trend of doing better academically than males, they remain seriously underrepresented in higher education. To increase participation of Hispanic female students in programs for the gifted and talented, both parents and educators must be advocates. As more culturally and linguistically diverse students enter the nation's schools, local programs must be in place to identify and educate the gifted and talented among them and must allow their participation while they are learning English. (Contains 21 references.) (SV)

ED 425 046 RC 021 755

Vissing, Yvonne M.

Homeless Children: Addressing the Challenge in Rural Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-RC-98-1

Pub Date—1999-01-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348; phone: 800-624-9120 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Economically Disadvantaged, Elementary Secondary Education, *High Risk Students, *Homeless People, Housing Deficiencies, *Poverty, Rural Areas, *Rural Family, Rural Schools, Rural Urban Differences, School Policy, School Role

Identifiers—ERIC Digests, *Student Support Services

Despite stereotypes to the contrary, homelessness is as prevalent in rural as urban areas. This digest examines the implications of homelessness for rural children and youth and discusses possible actions by rural educators. An estimated half of the rural homeless are families with children. Compared to urban counterparts, rural homeless families are more likely to be female-headed households and to rely on family and friends rather than social agencies. In addition to lacking physical housing, homeless children are deprived of the emotional security that a home provides. Homeless children may be barred from school by residency requirements or missing records, and may struggle in school due to transience, emotional problems, poor nutrition, poverty-related health problems, domestic violence, or self-destructive behaviors. Homelessness is increasing in the United States as the income gap between rich and poor widens, child poverty increases, and housing costs rise. Schools can address the problems of homeless children by reconsidering attendance and other policies, providing in-school support for projects, and holding professional development workshops that help teachers identify and serve homeless children. Rural educators should compile information on local services and resources available to homeless families and may establish informal support mechanisms. Public policy involvement may be the best long-term strategy for educators. (Contains 10 references and 6 resource organizations.) (SV)

ED 425 047 RC 021 756

Sherwood, Topper

A Practical Look at Comprehensive School Reform for Rural Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-RC-98-2

Pub Date—1999-01-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348; phone: 800-624-9120 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Criteria, *Educational Change, Educational Legislation, Educational Research, Elementary Secondary Education, Federal Legislation, Program Effectiveness, *Rural Education, Technical Assistance

Identifiers—*Comprehensive School Reform Demonstration Program, Elementary Secondary Education Act Title I, ERIC Digests

In fall 1997, Congress approved funding to implement Comprehensive School Reform Demonstration (CSRD) programs, primarily in Title I schools in high-poverty areas. This digest explains CSRD and what it might mean to rural schools. Since 1965, Title I has provided resources to at-risk children in lower-income schools. Changes in 1988 and 1994 broadened Title I by supporting "schoolwide" projects, while the 1997 CSRD legislation lays out criteria by which schools may select research-based reform models or develop their own strategies. In October 1998, Congress provided 2 more years of CSRD funding, including funds for technical assistance and field studies on the impact of various CSRD models on student achievement. Criteria for CSRD programs are listed. Field research on whole-school reform suggests that schoolwide projects increase achievement gains by at-risk students. Studies identify strategies that increase program effectiveness, as well as barriers to reform implementation and sustainability. CSRD requirements suggest that quality technical assistance will be a vital consideration for small and rural schools with scarce resources. CSRD is supported by active involvement of outside experts who aid educators with the details of real-life problems and challenges of reform. While it remains to be seen how federal and state officials interpret CSRD criteria, rural schools have opportunities to craft schoolwide reforms that fit local needs. (Contains 15 references.) (SV)

ED 425 048 RC 021 757

Huang, Gary G.

Sociodemographic Changes: Promise and Problems for Rural Education. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-RC-98-7

Pub Date—1999-01-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348; phone: 800-624-9120 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Financial Support, Immigrants, Income, Minority Groups, *Population Trends, Poverty, *Rural Economics, Rural Education, *Rural Population, *Rural Schools, *Socioeconomic Status

Identifiers—ERIC Digests, Global Economy, Working Poor

Drawing information from federal statistical sources, this digest summarizes recent changes in rural demographic and economic conditions relevant to rural school systems. Since the early 1990s, the U.S. economy has been strong, and rural areas have been growing at the same rate or faster than the nation's economic pace. Benefiting from the steady growth of employment, income, and local revenue, some rural schools may be able to improve their financial conditions, although the stability of such improvement is uncertain. Since 1990, real income has increased for rural workers at all educational levels, but gains were greater for women and minorities than for men and Whites. However, rural public school teachers showed slight decreases in real income. Despite rural income gains, the poverty rate, the rate of those just above the poverty line, and the number of working poor have remained consistently higher in rural than urban areas in the 1990s. Rural schools must develop effective strategies to alleviate the difficulties facing poor children. Also relevant to rural schools is the growth in rural population in the 1990s. In addition to overall population growth, rural areas have seen increases in the younger population, minority groups, and immigrants. Recent immigrants present particular challenges to rural schools as they tend to have greater numbers of children and lower educational attainment and may require instruction in English as a second language. (Contains 12 references.) (SV)

ED 425 049 RC 021 758

Raywid, Mary Anne

Current Literature on Small Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-RC-98-8

Pub Date—1999-01-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348; phone: 800-624-9120 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Benefits, Educational Change, *Educational Research, Elementary Secondary Education, Literature Reviews, School Administration, *School Effectiveness, *School Size, *Small Schools, Student School Relationship

Identifiers—ERIC Digests

The small schools literature began with the large-scale quantitative studies of the late 1980s and early 1990s that firmly established small schools as more productive and effective than large ones. These studies confirmed various benefits of small schools—higher academic achievement, increased student satisfaction, and fewer dropouts and behavior problems—and discovered that small schools are particularly beneficial for disadvantaged students. Having built a strong quantitative case, the recent small-schools literature has focused on other areas. Work on policy issues associated with establishing and administering small schools has addressed optimum size, appropriate governance, equity concerns, relative costs of small and large schools, and teacher selection. Some recent studies have analyzed the essentials of small schools and the traits associated with success. Case studies of particular small schools and their successes and failures have been undertaken, and many confirm the findings of earlier large-scale quantitative research. Finally, small schools turn up increasingly in the school reform literature, and in some work, small size is considered essential to reform. (Contains 34 references.) (SV)

ED 425 050 RC 021 759

Kusimo, Patricia S.

Rural African Americans and Education: The Legacy of the Brown Decision. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-RC-98-4

Pub Date—1999-01-00

Contract—RR93002012

Note—4p.

Available from—Appalachia Educational Laboratory, 1031 Quarrier St., Charleston, WV

25301-2314.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Education, Black Students, Educational History, Educationally Disadvantaged, Elementary Secondary Education, *Rural Education, Rural Population, *School Desegregation, *School Resegregation, Student Empowerment
Identifiers—*African Americans, *Brown v Board of Education, ERIC Digests

This digest summarizes impacts of the Brown decision on school segregation and the educational condition of rural African American students today. In the 1990s, over 90 percent of rural African Americans live in the South and continue to suffer from high poverty rates and low educational attainment. In 1954, the Supreme Court decision in Brown et al v. Board of Education of Topeka et al abolished laws requiring or permitting school segregation in 21 states. Integration was achieved primarily by closing schools in African American neighborhoods and busing students. In response, many White communities withdrew support for public schools and established White private academies. In addition, resegregation occurred within schools via course assignments and "ability grouping." Other factors affecting educational outcomes for rural African Americans include combined negative effects of minority status and rurality, the massive loss of African American educators due to integration-related school closings and layoffs, educators' lack of focus on school factors that contribute to low achievement, and student resistance to "White" school norms. Educators interested in improving outcomes for rural African Americans can begin with an emancipatory pedagogy that goes beyond teaching basic skills to engage students in critical reflection about social realities. In addition, schools must work in partnership with African American parents and communities. (Contains 20 references.)(SV)

ED 425 051 RC 021 760
Boss, Judith A.
Outdoor Education and the Development of Civic Responsibility. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-RC-98-5
Pub Date—1999-01-00
Contract—RR93002012
Note—4p.
Available from—Appalachia Educational Laboratory, 1031 Quarrier St., Charleston, WV 25301-2314.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adventure Education, *Citizenship Responsibility, *Educational Strategies, Elementary Secondary Education, Environmental Education, *Experiential Learning, *Outdoor Education, Participatory Research, Relevance (Education), School Community Relationship, Service Learning, *Social Responsibility, *Student Development
Identifiers—Cultural Journalism, *Environmental Ethic, ERIC Digests

This digest suggests how outdoor education and experiential learning can develop in students a sense of community participation and set them on a path of strong participation and civic responsibility. Following definitions of outdoor education and experiential learning, various outdoor and experiential approaches are described. Adventure education encompasses activities that have a certain amount of stress or risk; stimulates development of students' interpersonal competencies, leadership skills, and self-confidence; and nurtures respect for and connections with nature and community. Cultural journalism helps students understand the place where they live, their connections through friends and relatives to others in the past and present community, and the value of community traditions. Closely related to cultural journalism, participatory research involves students and community members in framing and resolving local problems and issues. Participatory research projects promote a sense of justice and activism in social and environmental issues. Service learning provides direct benefits to communities, strengthens school-community bonds, and gives meaning to education for students. (Contains 16 references and 5 resource organizations.)(SV)

ED 425 052 RC 021 763
Brief Articles for Latino Parents, 1999 Edition.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-00-00
Contract—RR93002012
Note—15p.; For previous compilation, see ED 390 630.
Available from—Appalachia Educational Laboratory, 1031 Quarrier St., Charleston, WV 25301-2314.
Language—English, Spanish
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, Adolescents, Biculturalism, Bilingual Education, *Bilingualism, *Child Development, *Childrens Literature, Daughters, Developmental Tasks, Educational Benefits, Elementary Secondary Education, Hispanic Americans, Parent Role, *Parent Student Relationship, Parents as Teachers, *Preschool Education, Spanish Speaking, Womens Education
Identifiers—*Latinos

This packet contains six briefs developed specifically for Spanish-speaking Latino parents, and English translations of the briefs. These briefs state what researchers and practitioners have learned about various ways parents can help their children do well in school. Earlier editions of brief articles for parents have been used in various ways by educators and community organizations. Titles of the briefs are (1) "Respeto, responsabilidad e inventiva: Las tres habilidades necesarias para obtener exito" ("Respect, Responsibility and Resourcefulness: Three Rs for Success"); (2) "La adolescencia: El ultimo paso hacia ser adulto" ("Adolescence: The Last Step before Becoming an Adult"); (3) "Siendo bilingue y bicultural puede llevar al exito escolar: He aqui porque" ("Being Bicultural and Bilingual Can Lead to School Success: Here's Why"); (4) "Leyendo libros de ninos: Hay mas de lo que se observa a primera vista" ("Reading Children's Books: There's More to It than Meets the Eye"); (5) "Entendiendo los objetivos de la educacion preescolar" ("Understanding the Goals of Preschool Education"); and (6) "Los padres latinos apoyan el exito de sus hijas" ("Hispanic Parents Support Their Daughters' Success"). (SV)

ED 425 892 RC 021 762
Lozano-Rodriguez, Jose R. Castellano, Jaime A.
Assessing LEP Migrant Students for Special Education Services. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-RC-98-10
Pub Date—1999-01-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325-1348; Web site: http://www.ael.org/eric/ (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Awareness, *Disability Identification, Educational Diagnosis, Elementary Secondary Education, *Limited English Speaking, Migrant Children, *Migrant Education, *Parent School Relationship, *Referral, Student Evaluation, Student Placement
Identifiers—ERIC Digests

Many migrant students are not identified for needed special education services in a timely manner. This digest describes the obligations of schools to provide such services, and discusses approaches for student referral, assessment, and placement and working with migrant families. Federal mandates concerning special education are summarized, and the unmet needs of migrant children are briefly discussed. The referral process takes time and includes requirements that vary among agencies, districts, and states. General information is provided on the referral process for the school-aged child. Because most migrant students are from Hispanic backgrounds, multidisciplinary assessment teams should include bilingual educators and be sensitive to children's cultural backgrounds. Evaluators must consider as many aspects of the student's life circumstances as possible in order to accurately interpret results of educational testing. Schools should give testing priority to migrant students, assess students fairly in their native language or provide a skilled interpreter, and interpret standardized tests with caution. Cultural and experiential differences between school personnel and parents may create difficulties. Suggestions for working with parents are listed. Because migrant students may move frequently, schools must pursue interventions quickly and provide copies of documents to be carried to the student's next school. (Contains 14 references.) (SV)

ED 425 895 RC 021 770
Pavel, D. Michael
Schools, Principals, and Teachers Serving American Indian and Alaska Native Students. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-RC-98-9
Pub Date—1999-01-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325-1348; Web site: http://www.ael.org/eric/ (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, *American Indian Education, American Indians, College Applicants, *Educational Attainment, Elementary Secondary Education, Enrollment, *Graduation Requirements, *Institutional Characteristics, Minority Group Teachers, Principals, *Public Schools
Identifiers—*Bureau of Indian Affairs Schools, ERIC Digests, Graduation Rates, *Schools and Staffing Survey (NCES)

This digest summarizes selected data from the American Indian supplement to the 1993-94 Schools and Staffing Survey (SASS). Three Indian school types are compared: schools controlled or funded by the Bureau of Indian Affairs (BIA/tribal schools), public schools with 25 percent or more Indian enrollment (high Indian enrollment (HIE) public schools), and public schools with less than 25 percent Indian enrollment (low Indian enrollment (LIE) public schools). In 1993-94, nearly half of all American Indian and Alaska Native students were enrolled in approximately 170 BIA/tribal schools and 1,244 HIE public schools. These schools frequently incorporate Native culture and values in their educational programs. BIA/tribal and HIE public schools made important strides during the early 1990s to raise standards for high school graduation while improving graduation and college application rates. However, there was and remains a shortage of Native people serving as role models in administrative and teaching positions. About 47 percent of principals and 38 percent of teachers in BIA/tribal schools identified themselves as American Indian or Alaska Native; these figures were 13 and 15 percent, respectively, in HIE public schools. (Contains 17 references and a table of high school graduation requirements in the three types of schools.) (SV)

ED 425 896 RC 021 771

Collins, Timothy

Charter Schools: An Approach for Rural Education? ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-RC-98-3

Pub Date—1999-01-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325-1348; Web site: http://www.ael.org/eric/ (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Charter Schools, Educational Change, Educational Policy, Educational Research, Elementary Secondary Education, Experimental Schools, *Institutional Characteristics, *Rural Education, School Community Relationship, Small Schools

Identifiers—ERIC Digests

Charter schools have emerged in the 1990s as a prominent and controversial school reform idea. This digest discusses characteristics of charter schools, tentative research findings, advantages and disadvantages, and implications for rural communities. Since 1991, 33 states and the District of Columbia have passed charter school legislation. An estimated 1,129 charter schools existed nationwide in September 1998, mostly in the South and West. Differences in state laws produce wide diversity in the organization, operation, and philosophies of charter schools. Recent studies funded by the U.S. Department of Education show that individual states vary widely in policies related to charter schools, that charter schools tend to be small, that parents tend to choose charter schools because of dissatisfaction with public schools, and that charter schools tend to have different grade configurations from other public schools. Charter schools are generally intended to produce high-performing students, but hard data on their effectiveness are lacking and results appear mixed. Arguments for and against charter schools are listed. Charter schools may offer educational alternatives to rural communities, which might set up schools that are community-based, educationally appropriate to local needs, innovative, accountable, and focused on student success. However, inadequate resources in many rural communities could cause problems. Community influences on a rural charter school's success are discussed. (Contains 21 references.) (SV)

ED 425 897 RC 021 772

Knapp, Clifford E.

In Accord with Nature: Helping Students Form an Environmental Ethic Using Outdoor Experience and Reflection.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-20-X

Pub Date—1999-00-00

Contract—RR93002012

Note—189p.; Foreword by Howard Kirschenbaum.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325-1348; Web site: http://www.ael.org/eric/ ($19).

Pub Type— Books (010) — Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Consciousness Raising, Conservation (Environment), *Educational Strategies, Elementary Secondary Education, *Environmental Education, *Ethics, Experiential Learning, Learning Activities, *Outdoor Education, *Values Clarification, Values Education, World Views

Identifiers—Environmental Attitudes, *Environmental Ethic, Nature Study

This book demonstrates how educators and youth leaders can help middle-school and older students understand and define their relationship with nature and learn the importance of protecting the environment. Chapter 1 defines environmental ethics and discusses biocentric and anthropocentric ways of seeing the world. Chapter 2 examines how ecology, nature, technology, and human communities relate to environmental ethics. Chapter 3 classifies types of environmental ethics, discusses misconceptions and excuses that act as barriers to following an environmental ethic, and provides details on specific ethics: Wise Use movement, social ecology, ecofeminism, land stewardship or management, Leopold's ecological conscience or land as community, Schweitzer's reverence for life, deep ecology or bioregionalism, indigenous or traditional ethics, animal liberation and rights, and radical ecoactivism. Chapter 4 discusses strategies for teaching environmental ethics and values, criticisms of such education in public schools, instructional challenges, and authentic assessment of student progress. Chapter 5 describes 40 outdoor and classroom activities to help students develop an environmental ethic. The activities fall into 11 categories: thinking and discussion, solo reflection, writing, nature study, questioning, codes of ethics, role models, action projects, aesthetics, literature, and games. Chapter 6 lists environmental ethics curricular resources and periodicals. A bibliography contains approximately 180 references. An index and chapter notes are included. (SV)

ED 426 826 RC 021 761

Starnes, Bobby Ann

The Foxfire Approach to Teaching and Learning: John Dewey, Experiential Learning, and the Core Practices. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-RC-98-6

Pub Date—1999-01-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Active Learning, Educational Principles, Elementary Secondary Education, *Experiential Learning, Learning Strategies, *Open Education, *Relevance (Education), School Community Relationship, Student Centered Curriculum

Identifiers—*Dewey (John), ERIC Digests, *Foxfire, Reflective Inquiry

The Foxfire approach to teaching and learning emerged from an experiential education program that used oral history methods to teach English to high school freshmen in Appalachian Georgia. In the 30 years since that program began, hundreds of teachers have helped develop and revise Foxfire's 11 core practices. This digest describes the Foxfire approach to teaching and learning as defined by the core practices, the decision-making framework the approach provides to teachers, and the ways that the framework fits with John Dewey's notion of experiential education. The core practices call for infusing all work with learner choice and design; the teacher as collaborator or facilitator; academic integrity of the work; work characterized by active learning; emphasis on peer teaching, small group work, and teamwork; connections between classroom work and the real world; audience beyond the teacher for student work; basing new activities on past learning experiences; encouragement of imagination and creativity in the completion of learning activities; student reflection on the work; and rigorous, ongoing evaluation. Over 50 years ago, Dewey expressed the belief that "all genuine education comes through experience." The 11 core practices are compared to Dewey's ideas about four aspects of education: the relationships among teachers, learners, the curriculum, and the community; the ways learning occurs; preparing students for full lives as citizens and individuals; and reflection and evaluation. Contains 11 references. (SV)

ED 427 902 RC 021 798

Swisher, Karen Gayton, Ed. Tippeconnic, John W., III, Ed.

Next Steps: Research and Practice To Advance Indian Education.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-21-8

Pub Date—1999-00-00

Contract—RR93002012

Note—325p.; Individual chapters have been separately analyzed; see RC 021 799-811.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($24.00).

Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, American Indians, College Students, Colleges, *Culturally Relevant Education, Curriculum Development, Educational History, Educational Legislation, *Educational Research, Elementary Secondary Education, Higher Education, Teacher Education, Theory Practice Relationship, *Tribally Controlled Education

Written entirely by Native authors, this book addresses some critical issues in the education of American Indian and Alaska Native students. Intended for college classrooms, it aims to fill a void in the literature and textbooks used in multicultural and teacher education programs. The book has four sections: the past and present foundations of Indian education; curriculum issues, thoughts, and practice; the college and university experience; and next steps (research to support improved practice). Chapters are: (1) "The Unnatural History of American Indian Education" (K. Tsianina Lomawaima); (2) "Tribal Control of American Indian Education: Observations Since the 1960s with Implications for the Future" (John W. Tippeconnic III); (3) "Education and the Law: Implications for American Indian/Alaska Native Students" (Linda Sue Warner); (4) "Culturally Appropriate Curriculum: A Research-Based Rationale" (Tarajean Yazzie); (5) "Teaching through Traditions: Incorporating Languages and Culture into Curricula" (Linda Skinner); (6) "The Native American Learner and Bicultural Science Education" (Gregory A. Cajete); (7) "Student Assessment in Indian Education or What Is a Roach?" (Sandra J. Fox); (8) "Effective Counseling with American Indian Students" (Deborah Wetsit); (9) "The Role of Social Work in Advancing the Practice of Indigenous Education: Obstacles and Promises in Empowerment-Oriented Social Work Practice" (Michael J. Yellow Bird, Venida Chenault); (10) "American Indians and Alaska Natives in Higher Education: Promoting Access and Achievement" (D. Michael Pavel); (11) "Tribal Colleges: 1968-1998" (Wayne J. Stein); (12) "The Vanishing Native Reappears in the College Curriculum" (Clara Sue Kidwell); and (13) "Research To Support Improved Practice in Indian Education" (Karen Gayton Swisher, John W. Tippeconnic III). Contains references in each chapter and an index. (SV)

ED 432 432 RC 022 043

Romo, Harriett D.

Reaching Out: Best Practices for Educating Mexican-Origin Children and Youth.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-22-6

Pub Date—1999-00-00

Contract—RR93002012

Note—237p.

Available from—ERIC/CRESS, P.O. Box 1348,

Charleston, WV 25325-1348 ($24.00).
Pub Type— Books (010) — ERIC Publications (071)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Academic Achievement, Bilingual Education, Cultural Awareness, Cultural Differences, *Educational Practices, *Educational Strategies, Elementary Secondary Education, Females, Hispanic American Culture, *Immigrants, *Mexican American Education, *Mexican Americans, Parent Participation, Parent School Relationship, Politics of Education, Preschool Education

School systems in the United States are not serving Latino students well, especially those from low-income families. This book examines difficulties encountered by Mexican-origin students—one of the fastest growing minority groups—and describes why some schools fall short and how others have improved student outcomes. The focus throughout the book is on positive changes that school staff, families, community, and students can make. Each chapter uses a different lens—culture, language, gender, family and community, and social and political context—to examine issues and challenges affecting first- and second-generation Mexican American children. Chapters are: (1) The Mexican American Student Population: Growth and Diversity (demography, immigration, academic achievement, innovative programs); (2) Cultural Perspectives on Learning (cultural influences on classroom organization and achievement, child rearing, parent education programs); (3) Language, Literacy, and Creating Bridges to Success (the bilingual education controversy, learning English, maintaining Spanish, special needs of migrant students); (4) Gender Issues in Mexican American Schooling (sex role attitudes, teen pregnancy, school factors, peers); (5) Creating Family-School Partnerships (family poverty, parent-school relationship, parent involvement, community outreach, successful programs); and (6) Political, Social, and Pedagogical Issues Impacting Early Childhood Education and Public Schools (immigration and education policy, politics of early childhood education, teacher training, intergroup relations). Chapter 7 describes organizations and programs that provide resources and services. Contains over 300 references, chapter notes, and an index. (SV)

SE

ED 426 859 SE 061 977
Haury, David L., Ed. McCann, Wendy Sherman, Ed.
Annual Summary of Research in Science Education 97.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002013
Note—121p.
Available from—ERIC/CSMEE Publications, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210; Tel: 800-276-0462 (Toll Free).
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Conference Proceedings, *Doctoral Dissertations, *Educational Research, Elementary Secondary Education, Higher Education, Journal Articles, *Research Reports, Science Curriculum, *Science Education

This document presents an annotated listing of the research in science education that was reported during 1997. The listing includes educational research reported through doctoral dissertations and master's theses, journal articles, conference papers, electronic documents, and other items. A listing of institutions where the research was completed is given for dissertations and theses. For journal articles, a list of the journals searched and the number of articles found is included. The 1997 version of this annotated listing represents the first time an attempt has been made to capture a broader range of research listings by incorporating electronic documents available on the World Wide Web and by including articles from journals less familiar to science educators. Each entry in the listing has been assigned major and minor codes representing the topic of the research. An index characterizes the entries by major codes. (WRM)

ED 432 438 SE 060 316
Rillero, Peter
Tropical Rainforest Education. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-97-03
Pub Date—1997-06-00
Contract—RI-93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biology, *Conservation (Environment), *Ecology, Educational Strategies, Elementary Secondary Education, Entomology, *Environmental Education, *Rainforests, *Science Activities, Science Curriculum, Scientific Literacy
Identifiers—ERIC Digests

This digest provides four guideposts for tropical rainforest education: (1) structure; (2) location and climate; (3) importance; and (4) conservation of resources. Research is cited and background information provided about the layers of life and the adaptations of life within the tropical rain forest. Aspects of life within and near rain forests are discussed and include biodiversity, peoples, foods, medicines, products for world consumption, and world climate. The role that rain forest education can play in developing scientific literacy is also discussed in terms of organizations and programs, the hamburger connection, and in the reduction in the use of tree resources. Contains 12 references. (DDR)

ED 432 439 SE 060 317
Balas, Andrea K.
The Mathematics and Reading Connection. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-97-02
Pub Date—1997-06-00
Contract—RI-93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Concept Formation, Constructivism (Learning), *Content Area Reading, Elementary Secondary Education, Environmental Education, *Interdisciplinary Approach, *Mathematics Instruction, Metacognition, *Numeracy, Science Activities, Science Curriculum, *Writing Across the Curriculum
Identifiers—ERIC Digests

This digest describes an interdisciplinary approach to instruction based on the relationship between reading, writing, and arithmetic. Questions related to which language learning strategies apply to mathematics, the perspectives of the National Council of Teachers of Mathematics (NCTM) regarding this approach, the impact of reading on mathematical process and skills, and the nature of mathematical literacy are answered with regard to students in kindergarten through tenth grade. (DDR)

ED 432 440 SE 060 371
Thomson, Barbara S. Mascazine, John R.
Attending to Learning Styles in Mathematics and Science Classrooms. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-97-04
Pub Date—1997-06-00
Contract—RI-93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Psychology, *Cognitive Style, Concept Formation, Constructivism (Learning), Educational Change, Elementary Secondary Education, Mathematics Curriculum, *Mathematics Education, Science Curriculum, *Science Education
Identifiers—ERIC Digests

This digest features a review of learning styles research with a focus on the Dunn model of learning styles which delineates five types of stimuli: (1) environmental; (2) emotional; (3) sociological; (4) physical; and (5) psychological. Issues related to practical applications of the Dunn model to mathematics and science education, learning styles, and educational reform are discussed. (DDR)

ED 432 441 SE 060 391
Durkin, Bernard
Block Scheduling: Structuring Time To Achieve National Standards in Mathematics and Science. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-97-05
Pub Date—1997-06-00
Contract—RI-93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, *Block Scheduling, Classroom Environment, Educational Change, Elementary Secondary Education, Faculty Development, *Flexible Scheduling, Mathematics Curriculum, *Mathematics Education, *national Standards, Science Curriculum, *Science Education
Identifiers—ERIC Digests, Office of Educational Research and Improvement

This digest discusses block scheduling and it relates to teaching standards, staff development standards, and assessment standards. The standards are examined in terms of how they can be achieved through the use of block scheduling, and conclusions stress the necessity of scheduling for maximum student learning. (DDR)

ED 432 443 SE 060 622
McCann, Wendy Sherman
Teaching about Societal Issues in Science Classrooms. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-97-01
Pub Date—1997-05-00
Contract—RI-93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-

1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, Elementary Secondary Education, *Science and Society, *Science Education, Scientific Enterprise, *Scientific Literacy, Scientific Principles, Social Responsibility, Teaching Methods
Identifiers—ERIC Digests

This digest reviews information in the science education literature on teaching about societal issues in science classes. Reasons for including a discussion of social issues in science classrooms are given, and instructional approaches for teaching about science and society are presented. Several Internet resources related to teaching about societal issues in science classes are also included. Contains 13 references. (WRM)

ED 432 444 SE 061 084

Balas, Andrea K.
Science Fairs in Elementary School. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-98-01
Pub Date—1998-01-00
Contract—RI-93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Developmental Stages, Elementary Education, *Elementary School Science, Learning Theories, Science Education, *Science Experiments, *Science Fairs, *Science Process Skills, *Science Projects, Scientific Concepts, Scientific Principles
Identifiers—ERIC Digests

This digest presents a summary discussion of the value of holding science fairs in the elementary school context. Reasons for conducting science fairs for elementary students are discussed in terms of several learning theories. Developmentally appropriate types of elementary science projects are suggested. Goals for elementary school science fairs and a suggested science fair time table are listed. A list of Internet resources related to science fairs is also included. (WRM)

ED 432 445 SE 061 970

McCann, Wendy Sherman
A Science Teacher's Guide to TIMSS. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-98-09
Pub Date—1998-11-00
Contract—RI-93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Comparative Education, Cross Cultural Studies, Educational Change, Educational Environment, Educational Practices, Elementary Secondary Education, Foreign Countries, Mathematics Teachers, National Standards, *Science Achievement, Science Curriculum, *Science Education, Scientific Concepts, Teaching Methods
Identifiers—ERIC Digests, *Third International Mathematics and Science Study

This digest summarizes the results of the Third International Mathematics and Science Study (TIMSS) as they relate to the interests of K-12 science teachers. TIMSS student achievement results for science are presented along with a brief discussion of how to interpret the scores. The findings of the TIMSS curriculum study and their implications are discussed. A summary of the findings related to teaching practices in Japan, Germany, and the United States is featured. Directions for accessing more TIMSS information from ERIC and other sources are also presented. (WRM)

ED 432 447 SE 062 328

Haury, David L. Milbourne, Linda A.
Helping Your Child with Science. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-99-01
Pub Date—1999-03-00
Contract—ED-99-CO-0024
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, Computer Uses in Education, Elementary Secondary Education, Homework, Internet, National Standards, *Parent Participation, *Parent Role, *Resource Materials, Science Curriculum, *Science Education, *Study Habits
Identifiers—ERIC Digests

This digest presents an overview of ways that parents can encourage their child's learning in science. National and state standards for science knowledge and skills are discussed. The importance of parental guidance and encouragement in all subjects—science in particular—is also discussed. Suggestions are made for setting a good example, helping children see the science around them, providing a place and resources to study, and helping with science homework. Over 20 Internet resources related to supporting students' science learning are listed. (WRM)

ED 432 454 SE 062 502

Milbourne, Linda A. Haury, David L.
Helping Students with Homework in Science and Math. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-99-03
Pub Date—1999-05-00
Contract—ED-99-CO-0024
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Assignments, Computer Uses in Education, Elementary Secondary Education, *Homework, *Mathematics Education, Parent Participation, *Parent Role, *Science Education, *Study Habits, Study Skills, Time Management
Identifiers—ERIC Digests

This digest presents information for parents regarding science and math homework. The benefits of homework are discussed and guidelines for gauging the amount of time spent on homework are given. Suggestions for family policies and procedures for helping children complete homework assignments are also presented. (WRM)

ED 432 455 SE 062 505

McCann, Wendy Sherman
A Science Fair Companion. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SE-99-06
Pub Date—1999-05-00
Contract—ED-99-CO-0024
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Parent Participation, *Resource Materials, Science Education, *Science Experiments, *Science Fairs, Science Process Skills, *Science Projects, Scientific Concepts
Identifiers—ERIC Digests

This digest comments on various aspects of school science fairs. General expectations for science fair projects and participants are discussed, and tips for choosing a topic and completing a project are given. Organizational strategies for teachers charged with conducting science fairs are presented. Guidelines for parents in helping children with science fair projects are considered. (WRM)

SO

ED 422 267 SO 029 535

The Education and Certification of History Teachers: Trends, Problems, and Recommendations. ERIC Digest.
National Council for History Education, Inc., Westlake, OH.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SO-98-7
Pub Date—1998-08-00
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408, phone: 812-855-3838; toll-free phone: 800-266-3815.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, College Faculty, *College School Cooperation, Elementary Secondary Education, Higher Education, *History Instruction, National Standards, Non Western Civilization, State Departments of Education, *State Standards, *Teacher Education Programs, Teacher Improvement, United States History, World History
Identifiers—ERIC Digests

This ERIC Digest reports on the outcomes of a conference of teachers, college history professors, teacher educators, and state and local school board members. The theme of the meeting was that if, according to the standards-based strategy for democratic school reform, all students in every school are to be offered an equally solid and engaging study of history, then all teachers need an equally rigorous preparation to teach them. The problems treated were how to explore conditions under which subject matter mastery can be nurtured among history teachers, and how to determine the changes needed to bring about and sustain those conditions. Conferees recommended that prospective teachers of history in the middle and high school should have a college major organized around main topics and significant questions in specific areas of history and their related areas of study. Conferees recommended that colleges of education reduce the required number of generic methods courses in order to offer more courses by subject experts and experienced practicing teachers. Recommendations were made to history professors that university administrators must establish personnel policies that end the disincentives for history faculty to work with outside departments and to mentor preservice teachers. State departments of education must redesign teacher licensure and expect that certification examinations are rigorous. Local districts need to establish procedures and criteria for evaluating teacher candidate subject area qualifications. College governing boards must insure that changes occur in admissions, core course requirements, incentives for faculty, and department majors. (EH)

ED 423 211 SO 029 640

Patrick, John J.

Education for Engagement in Civil Society and Government. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-98-8

Pub Date—1998-09-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Civics, *Democracy, Elementary Secondary Education, Law Related Education, Service Learning, Social Studies

Identifiers—ERIC Digests

A report by the National Commission on Civic Renewal has sounded alarms about the declining quantity and quality of citizen engagement in U.S. political and civic life. According to the Commission the overall civic condition is weaker than it was and in need of significant improvement. To renew the constructive engagement of citizens in political and civic life intellectual capital must be developed. Intellectual capital is defined as the knowledge of democratic principles and practices and cognitive capacity to apply it to public affairs. The curriculum of schools can be an effective means to development of intellectual capital necessary for constructive civic engagement. Well-designed and delivered courses in civics, government, and U.S. history — based on key ideas, information, and issues of U.S. democracy of the past and present — enable students to acquire a fund of civic/political knowledge that can be called upon to comprehend, cope, and otherwise interact successfully with the issues, problems, and challenges of civil society and government. The curriculum must be anchored in core subjects such as history, geography, civics/government, and economics. Intellectual capital must be combined with social capital in effective education for engagement in political and civic life. The development of social capital can be achieved through experiential learning such as cooperative learning or service learning. Learning experiences that involve cooperation and community service provide opportunities for students to practice skills and behavior that become habits of responsible citizenship. The Digest concludes with a list of eight intellectual and social capital resource organizations for teachers. (JEH)

ED 424 189 SO 029 876

VanFossen, Phillip J.

World Wide Web Resources for Teaching and Learning Economics. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-98-9

Pub Date—1998-10-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; Tel: 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Economics, *Economics Education, Educational Resources, Elementary Secondary Education, Social Studies, *World Wide Web

Identifiers—ERIC Digests

Technological resources abound for teachers of all subject areas, but for many reasons, such instructional technology seems to lend itself well to the social studies including economics. To help teachers efficiently use the latest economics resources available on the World Wide Web, this Digest identifies four sites that offer knowledge of economic concepts and principles and lesson plans to teach them. The four sites are: (1) the National Council on Economic Education Website; (2) EcEdWeb developed by the University of Nebraska (Omaha) Center for Economic Education; (3) CyberTeach; and (4) CyberEconomics. To help students acquire knowledge and gather information about economics, the Digest features six sites some of which provide access to up-to-the-minute information and others offer interactive instructional activities. The information sites are: (1) USA Today's Economy Track; (2) Orley Amos' Pedestrian's Guide to the Economy; and (3) EconomicsMinute. The instructional activities sites are: (1) NetNewsLine; (2) SMG 2000; and (3) Escape from Knab. (JH)

ED 424 190 SO 029 877

Sanchez, Tony R.

Using Stories about Heroes To Teach Values. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-98-10

Pub Date—1998-11-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; Tel: 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Literature, Childrens Literature, Citizenship Education, Elementary Secondary Education, Social Studies, *Values, *Values Education

Identifiers—Character Education, ERIC Digests, *Heroes, Trade Books

This digest discusses a method of teaching values by using the lives of heroes as examples. The trend for teaching values is to offer methods of analysis and judgment that lead to answers about right and wrong, better and worse concerning personal behavior and common good. Stories about heroes have been identified as the means of teaching and learning values. Literature about heroes encourage emulation of particular virtues and desirable traits of character. Assisting students to examine the spirit of heroism is to invite them to adopt the spirit and embrace the qualities of the hero. Multi-media products and trade books offer the instructor resources beyond the standard textbook to develop the multi-dimensional qualities of heroes in depth. Resources chosen to teach about heroes should be accurate and balanced, considered carefully in context, and selected from various geographical locations and cultures. (JH)

ED 424 191 SO 029 988

Vontz, Thomas S. Nixon, William A.

Teaching about George Washington. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-98-11

Pub Date—1998-12-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; Tel: 812-855-3838; 800-266-3815 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Colonial History (United States), Elementary Secondary Education, *History Instruction, Instructional Materials, Internet, *Presidents of the United States, *Revolutionary War (United States), Social Studies, *United States History

Identifiers—ERIC Digests, Heroes, *Washington (George)

No generation in U.S. history has matched that of the founding era for its array of talented and influential political thinkers and actors. These individuals (such as George Washington, John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, and James Madison) possessed traits of character and intellect that significantly shaped the new United States and its direction for generations that followed. The bicentennial of George Washington's death in 1999 is an appropriate time to reflect upon his role and place in the galaxy of this country's founding fathers. When presented in the school curriculum, Washington's life and character illustrate the importance of the "great person" in history, a person whose personal attributes and life significantly shaped the United States and the world, and from whom students have much to learn. Leadership is the key concept upon which to base treatment of George Washington in the K-12 curriculum. Washington's character served as a vital foundation for his ability to lead; he showed a strong sense of martial leadership during the Revolutionary War; Washington understood the republican basis of his power and used that as the foundation of his support and trust; and his understanding of the importance of leadership and the role of power brought legitimacy to the new United States. Washington should be known to students as a military hero, founding father, political leader, and a symbol of nationhood. The Digest concludes with an annotated list of five world wide web resources for teaching about George Washington. (JEH)

ED 425 114 SO 029 990

Leming, Robert S. Vontz, Thomas S.

Teaching Constitutional Issues with Scripted Trials: Search and Seizure, Freedom of Expression, and the Establishment Clause. Volume 1.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-941339-23-8

Pub Date—1998-00-00

Contract—RR93002014

Note—113p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408-2698; telephone: 812-855-3838; 800-266-3815.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Citizenship Education, Civics, *Constitutional History, *Constitutional Law, High Schools, *Law Related Education, Social Studies, Teaching Guides, *United States Government (Course), United States History

Identifiers—*Bill of Rights, Supreme Court, *United States Constitution

Intended for use by high school U.S. history and government teachers and students, these scripted trials and related materials are designed to help students develop an understanding about important ideas in the U.S. Constitution. The document focuses on three fundamental issues of the Bill of Rights: search and seizure, freedom of expression, and the establishment clause. These issues help students to examine the civic principles that bind the nation together and to reconcile competing claims about those principles. The scripted trials can take from two to five periods of class time to complete. Each trial is followed by appendices needed to teach the case; key holdings from the actual case or cases upon which the trial was based; and recent and related Supreme Court decisions pertinent to the issues involved in the case. Following an Introduction the book is divided into six chapters. The chapters include: (1) "General Constitutional Principles"; (2) "Search and Seizure"; (3) Freedom of Expression"; (4) "The Establishment Clause"; (5) "Annotated Tables of Supreme Court Cases"; and (6) "Annotated Bibliography of ERIC Resources." The volume concludes with an appendix containing a glossary of terms. (JEH)

ED 428 031 SO 030 844

VanFossen, Phillip J.

The National Voluntary Content Standards in Economics. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-1999-1

Pub Date—1999-03-00

Contract—ED-99-CO-0016

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408, Tel: 812-855-3838; Tel: 800-266-3815 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Economics, Elementary Secondary Education, *National Standards, Social Studies

Identifiers—ERIC Digests, National Standards Project in Economics

Students today face a wide range of economic decisions. To be wise consumers, prudent savers, and knowledgeable investors, they need basic economic concepts and decision-making skills. To this end the National Council on Economic Education (NCEE) developed the Voluntary National Content Standards in Economics (1997) for students in kindergarten through twelfth grade. Economics has tended to be neglected by social studies educators despite its importance in education for democratic citizenship. With the inclusion of economics as a core subject in the Goals 2000: Educate America Act (1994), it became necessary to develop a set of content standards. The Standards for economics were developed to guide school districts, curriculum developers, and classroom teachers. The Standards contain 20 content standards that constitute the most important and enduring knowledge of economics. Each content standard includes a lucid rationale for its inclusion and a set of benchmarks for the 4th, 8th, and 12th grade. The Standards also are cross-referenced with associated benchmarks in the existing NCEE curriculum materials and teaching guides. Content Standard 8 is used to illustrate the features of the Standards. The release of the Voluntary National Content Standards in Economics represents an integral and important step in the development of economic literacy in the United States and meets the call for standards-based educational reform first sounded with the publication of A Nation at Risk. (JH)

ED 429 031 SO 030 902

Nessel, Paula A.

Teen Courts and Law-Related Education. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-1999-2

Pub Date—1999-04-00

Contract—ED-99-CO-0016

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; Tel: 812-855-3838; Tel: 800-266-3815 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, *Juvenile Justice, *Law Related Education, Responsibility, Secondary Education, *Sentencing, Social Studies, Victims of Crime

Identifiers—ERIC Digests, *Teen Courts

Teen courts have gained in popularity in the 1990s. These courts include youth courts, peer juries, peer courts, student courts, and other courts using juveniles to determine the sentences of juvenile offenders. The courts issue sentences that are carried out in a school or community setting and generally involve community service, jury duty, restitution, and apologies. Teen courts usually accept only first-time offenders who have committed relatively minor offenses (alcohol/drug offenses, vandalism, disorderly conduct). A 1994 survey of teen courts identified four distinct models: a peer jury model and three trial models (adult judge model, youth judge model, tribunal model). Teen courts teach the concepts of justice, power, equality, property, and liberty. The courts foster responsible participation in civic life, the pursuit of justice, and appropriate sentencing for offenses. Evaluations of teen courts indicate that the key goals of the programs are being met. Teen courts offer the active learning of law-related education (LRE) through hands-on experience with the justice system. The Division for Public Education of the American Bar Association has served as a national clearinghouse for information on teen courts since 1991. It also has promoted teen courts extensively through its National Law-Related Education Resource Center, LRE conferences, and publications. (JH)

ED 429 929 SO 030 923

Vontz, Thomas S. Nixon, William A.

Issue-Centered Civic Education in Middle Schools. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-1999-3

Pub Date—1999-05-00

Contract—ED-99-CO-0016

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; Tel: 800-266-3815 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Civics, Instructional Materials, Law Related Education, *Middle Schools, Social Studies

Identifiers—ERIC Digests

The core mission of the social studies curriculum is education for democratic citizenship. The middle school years are an important time frame in which to fulfill that core mission. Policymakers, educators, community members, and parents need to recognize that civic education at the middle level years is important. One effective method for accomplishing middle school instruction in civic education is issue-centered education. Two perennial questions accompany this instructional method: (1) is the teaching of content culled from history and the social sciences appropriately tailored for young minds, adequate citizenship education in and of itself? and (2) should students first master a core body of information and concepts before being asked to consider the issues that face adult citizens? Issue-centered civic education examines social questions within a discipline-based or interdisciplinary curriculum. An exemplary issue-centered civic education program is "We the People Project Citizen." Developed and sponsored by the Center for Civic Education, it was launched in California in 1992 and expanded to national usage in 1995. The program is created specifically for middle school students and involves them in the civic life of their community. "Project Citizen" has been evaluated by a comprehensive, eight-month study conducted at the University of Texas. The research report indicated several positive outcomes of the program. In addition, "We the People Project Citizen" is a flexible program that can fit into many classroom settings. (JH)

ED 430 907 SO 031 001

Shumer, Robert

Service, Social Studies, and Citizenship: Connections for the New Century. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-1999-4

Pub Date—1999-06-00

Contract—ED-99-CO-0016

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; Tel: 800-266-3815 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Civics, Elementary Secondary Education, Instructional Materials, *Service Learning, *Social Studies, Teaching Methods

Identifiers—ERIC Digests

This Digest describes how, by connecting service, social studies, and citizenship, civic educators have the potential to begin the new millennium by initiating a "Century of the Caring Citizen". Effective methods for bring about the caring citizen are to allow students to learn and develop through active participation in thoughtfully organized experiences that meet actual community needs; to integrate service into students' academic curriculum and provide structured time for thinking, talking, or writing about the service activity; to provide students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and to enhance what is taught in schools by extending learning into the community and help foster the development of a sense of caring for others. Research indicates that well-conceptualized, well-administered service programs produce positive changes in students, including increased social and personal responsibility, more favorable attitudes toward adults, growth in moral and ego development, and increased self-esteem. For social studies teachers to effectively implement service-learning, they should be involved in service activities in their pre-service training by participating in classrooms where service learning projects are taking place. Existing guidelines on service-learning describe the important components of high-quality programs: (1) provide choice and challenge to students; (2) connect schools and communities in positive ways that meet real needs; and (3) engage in ongoing program assessment and evaluation. Concludes with a list of 12 references. (JH)

ED 431 706 SO 031 053

Stotsky, Sandra

Civic Writing in Education for Democratic Citizenship. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-1999-5

Pub Date—1999-07-00

Contract—ED-99-CO-0016

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; Tel: 800-266-3815 (Toll Free); Tel:

812-855-3838.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Civics, Democracy, Language Arts, Law Related Education, Secondary Education, Social Studies, Writing Across the Curriculum, Writing Evaluation
Identifiers—*Civic Writing, ERIC Digests

Civic writing is an intellectual skill that is needed for effective and responsible participation in civil society and government. This Digest examines the concept of civic writing, identifies its purposes in democratic citizenship, and discusses how to teach it. Civic writing includes formal legal writing (speeches, petitions, resolutions), formal organizational writing (minutes of meetings, agendas, memos, newsletters), and informal and personal writing (letters to friends, relatives, neighbors supporting or opposing candidates for public office). There are five major purposes for civic writing: (1) to personalize civic relationships with public officials and/or to express a civic identity with other citizens; (2) to obtain information or assistance; (3) to provide public information or to offer a public service; (4) to evaluate public officials or services; and (5) to advocate for people or causes. Advocacy civic writing is clustered around five distinct types of political activities: (1) soliciting support for a civic or political organization; (2) supporting or opposing public officials or candidates; (3) supporting, opposing, or modifying existing or proposed laws or policies; (4) creating or removing laws; and (5) advocating new political structures or procedural rules. Civic writing can be taught by asking students to read, analyze, and judge the participatory writing of local citizens using the community newspaper. Topics to explore in this process are intended readers, tone, content, explicit purpose, accuracy, honesty, fairness, relevant information, courtesy, logical reasoning, and concern for the common good. (JH)

ED 432 532 SO 031 126
Patrick, John J.
The Concept of Citizenship in Education for Democracy. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SO-1999-6
Pub Date—1999-08-00
Contract—ED-99-CO-0016
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; Tel: 800-266-3815 (Toll Free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Civics, *Democracy, Secondary Education, Social Studies
Identifiers—ERIC Digests

The concept of citizenship is at the core of education for democracy. This Digest presents what citizenship is; why citizenship is an essential element of democracy; and how to teach about citizenship in a democracy. In a democracy, the source of all authority (the legitimate basis of all power) is the collective body of the people, the citizens of the polity. A citizen is a full and equal member of a polity. In some states or countries citizenship is based on the place of a person's birth; in other states citizenship is based on the citizenship of one's parents. The single identity possessed equally by all citizens of the polity is civic identity, the freely given commitment to certain civic principles and values of the democracy. Citizenship is the social and legal link between individuals and their democratic political community. The status of citizenship entails responsibilities and duties that must be fulfilled: paying taxes; serving in the military; obeying laws; loyalty and commitment to the state; and improving the quality of political and civic life. Students involved in education for democracy need to know what citizenship is; how it is acquired or lost; what rights, responsibilities, and duties are entailed by it; and how it is connected to the institutions of particular nation-states, including their own. Students also need to develop the participatory skills of interacting, monitoring, and influencing. These skills can be developed through (1) student participation in democratically conducted student organizations; (2) school-based community service that is connected to the school's curriculum; and (3) cooperative learning activities which pursue a common goal. The "We the People...Project Citizen" program develops these skills. (JH)

SP

ED 424 212 SP 038 181
Beck, Judy A. Wynn, Harriet C.
Technology in Teacher Education: Progress Along the Continuum. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-97-3
Pub Date—1998-10-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Resources, Higher Education, *Schools of Education, Teacher Education Curriculum, *Teacher Education Programs, *Teacher Educators, *Technology Education
Identifiers—ERIC Digests, *Technological Change, *Technology Integration

The infusion of technology in schools, colleges, and departments of education (SCDEs) may be placed along a continuum. At one end of the continuum, technology infusion is described as not being central to the teacher preparation experience. At the other end of the continuum, progress is represented by changing courses and changing thinking. This Digest reviews preservice student use and teacher education faculty use of technology as well as the institutional capacity of SCDEs. Models of technology integration at the University of Virginia, Western Illinois University, and Michigan State University schools of education are identified as having implemented long-term efforts to infuse technology throughout their programs. Support for change includes the National Council for Accreditation of Teacher Education revision of standards for implementation in the year 2000; and States requiring more capability with technology through licensing and certification standards. Positive movement along the continuum is represented by a report from the National Commission on Teaching & America's Future indicating that SCDEs are doing much more to meet the challenge of technology infusion than is commonly believed. (Contains 9 references)(LL)

ED 424 231 SP 038 201
Carr, Jo Ann
Information Literacy and Teacher Education. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-97-4
Pub Date—1998-11-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, *Information Literacy, *Information Processing, *Inservice Teacher Education, *Preservice Teacher Education, Teacher Education Curriculum, *Teaching Methods
Identifiers—American Association of School Librarians, Association of College and Research Libraries, ERIC Digests, *Information Integration

Teachers cannot prepare their students to be information literate unless they themselves understand how to find and use information. This Digest discusses the concept of information literacy (the ability to access, evaluate, and use information from a variety of sources) and its relevance for teachers. Professional associations for K-12 and higher education have recognized the importance of information literacy to the teaching-learning process. Two major associations for librarians who work with preservice and inservice teachers have developed guidelines on what information-literate teachers need to know. The guidelines emphasize skills for searching, retrieving, and evaluating information, and developing strategies for locating databases, Internet resources, and print materials. Existing models for teachers' information literacy include: individual workshops for both preservice and inservice teachers; course-related and course-integrated instruction; and the use of case studies of teaching and learning situations. Teacher educators, teachers, and others interested in preparing K-12 students to be information literate can move forward by reflecting upon and adapting existing models. (Contains 10 references) (LL)

ED 426 056 SP 038 445
Hawley, Willis D. Valli, Linda
Guide to the National Partnership for Excellence and Accountability in Teaching (NPEAT). ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-97-5
Pub Date—1998-12-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Beginning Teacher Induction, *Educational Improvement, *Educational Quality, Elementary Secondary Education, *Excellence in Education, Faculty Development, Higher Education, Preservice Teacher Education, Standards, *Teacher Competencies, Teacher Evaluation, Teacher Recruitment, Teachers, *Teaching Skills
Identifiers—ERIC Digests

The National Partnership for Excellence in Education and Accountability in Teaching (NPEAT) helps place improvement of teaching at the center of reform efforts, addressing two problems that impede the development of systemic reforms to improve teaching quality: (1) absence of agreement about effective strategies for improving teaching among those who significantly influence teacher capabilities and motivation and teaching conditions; and (2) discontinuity, inconsistency, and misalignment of policies and practices that influence teaching quality across the teaching career continuum. This Digest describes how NPEAT emphasizes best strategies to attract, prepare, retain, and support teachers who serve needy students in urban schools. Policies that help direct NPEAT are set by a Policy Board composed of representatives from 30 organizations. NPEAT's work is organized into Policy and Practice Strands encompassing high-promise strategies for improving teaching: recruitment and retention, teacher preparation, induction, continuing professional development, and standards and assessment. The strands include interrelated activities: developing research-based consensus around ideas, principles, and promising policies and practices; disseminating knowledge and support of related action by partners and others; identifying what we need to know more about; and conducting relevant research and development that leads to usable knowledge. NPEAT focuses on understanding and facilitating effective partnerships to enhance teaching quality. It engages in activities that encourage and support implementation of effective policies and practices. Its goal is to ensure that America provides all students with access to competent, caring teachers. (Contains 16 references.) (SM)

ED 426 057 SP 038 446

Ferraro, Joan M.

"I Already Have a Bachelor's Degree, How Can I Obtain a Teaching License?" ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-97-6
Pub Date—1998-12-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alternative Teacher Certification, Elementary Secondary Education, Higher Education, *Nontraditional Education, *Preservice Teacher Education, Teacher Recruitment, Teachers
Identifiers—ERIC Digests

This Digest discusses engagement in alternative preparation to acquire a license to teach in U.S. public schools. Prospective teachers seek alternative programs for many reasons, including job change due to forced retirement or lack of interest; desire to contribute to society's wellbeing; and desire to use teaching skills learned elsewhere. Recent educational debate has centered on teacher knowledge. Education degree programs from the 1950s-1980s were deficient in content knowledge. However, alternative licensing candidates usually acquire knowledge of a particular area while studying for their bachelor's degree, and they have broad general content knowledge from core college programs. Alternative licensing requires successful completion of certain tests. The most widely used series in the United States is the PRAXIS. Because of increased demand for qualified teachers and lack of traditional bachelor's degree candidates, many teacher education institutions have modified traditional program offerings. A 1996 listing shows 328 alternative programs in 47 states, the District of Columbia, and two territories. Most teachers seek employment near where they reside, though moving to find employment has been simplified by the Interstate Contract, a mutual agreement by 38 states and the District of Columbia to recognize each other's licenses. Alternative preparation is closely watched by teacher education institutions, state departments of education, and educational researchers to examine whether it contributes to improving educational quality or further masks problems related to teacher quality. Overall, data present a mixed picture about the value of alternative paths. (Contains 25 references.) (SM)

ED 426 985 SP 038 283

Tauber, Robert T.

Good or Bad, What Teachers Expect from Students They Generally Get! ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-97-7
Pub Date—1998-12-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, *Labeling (of Persons), *Self Fulfilling Prophecies, Social Reinforcement, Stereotypes, *Student Behavior, Student Motivation, Students, *Teacher Attitudes, *Teacher Expectations of Students, Teachers
Identifiers—ERIC Digests

Research suggests that teacher expectations can predict changes in student achievement and behavior. This Digest discusses the Pygmalion effect, or the idea that one's expectations about a person can eventually lead that person to behave and achieve in ways that conform to those expectations. Many teachers believe that they can judge ahead of time how certain students are likely, over time, to achieve and behave. The basis of a self-fulfilling prophesy (SFP) is that once a student has been pegged ahead of time, the chances are increased that a teacher's treatment of the student will help the negative prophecies or expectations come true. SFP can work to the detriment or benefit of the student, depending on the type of predictions and expectations. Teachers form expectations and assign labels based on such characteristics as body build, gender, race, ethnicity, name, attractiveness, dialect, and socioeconomic level. Different expectations lead to different treatments. Teachers convey expectations using four factors: climate, feedback, input, and output. The four factors can better be controlled if teachers are more aware that they are operating in the first place. Even if teachers do not truly feel that a student is capable of greater achievement or improved behavior, they should at least act as though they hold such heightened positive expectations. (Contains 14 references.) (SM)

ED 426 986 SP 038 284

Abdal-Haqq, Ismat

Constructivism in Teacher Education: Considerations for Those Who Would Link Practice to Theory. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-97-8
Pub Date—1998-12-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Constructivism (Learning), Elementary Secondary Education, Epistemology, Higher Education, Inservice Teacher Education, Preservice Teacher Education, *Theory Practice Relationship
Identifiers—ERIC Digests, Social Constructivism

Constructivism has received considerable attention in educational scholarship, practitioner preparation, and policy formation. This Digest identifies major forms of constructivism, considering issues and challenges that surface when implementing constructivist approaches to preservice and inservice teacher education. Constructivism is an epistemology, a learning or meaning-making theory, that offers an explanation of the nature of knowledge and how humans learn. It maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they have contact. Constructivist approaches are regarded as producing greater internalization and deeper understanding than traditional methods. Overall, two broad interpretations can be found among contemporary educators: psychological constructivism (articulated by Piaget) and social constructivism (associated with Vygotsky). Constructivism is a theory of learning, not a theory of teaching. The overarching challenge constructivism presents to teachers and teacher educators is translating a learning theory into a theory of teaching, which raises questions about what teachers need to know and be able to do. Educators also face the pitfall of regarding constructivism as the only viable theoretical framework for teaching and learning. Prospective teachers should be exposed to varying perspectives and given opportunities to develop the discretion needed to choose most appropriately and the skills to implement their choices. (Contains 14 references.) (SM)

ED 429 052 SP 038 381

Weiss, Eileen Mary Weiss, Stephen Gary

New Directions in Teacher Evaluation. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-97-9
Pub Date—1998-12-00
Contract—RR93002015
Note—4p.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Beginning Teachers, Elementary Secondary Education, Evaluation Methods, Mentors, *Peer Evaluation, *Performance Based Assessment, State Standards, Teacher Certification, *Teacher Competencies, Teacher Effectiveness, *Teacher Evaluation, Teachers, Teaching Experience
Identifiers—ERIC Digests, National Board for Professional Teaching Standards

Principals and teachers are becoming frustrated with conventional evaluation practices typically used to determine teacher effectiveness and, thus, tenure and promotion. This Digest explains that as new performance standards are being developed, there are reconfigured assessment designs requiring an array of reflective, analytic skills. Creation of the National Board for Professional Teaching Standards (NBPTS) in 1987 has prompted discussion of more meaningful standards for teachers and resulted in the development of a performance-based assessment system to recognize advanced competence among experienced teachers. A set of model performance-based licensing standards for new teachers that are compatible with the NBPTS certification standards has been developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC has created a set of core standards that define the knowledge, dispositions, and performances essential for all beginning teachers. As part of the movement toward more professionally grounded and performance-based standards for evaluation, several state and local initiatives incorporate peer review and assistance, which appears to be more effective than traditional evaluation at both improving and letting go of teachers. This Digest presents examples of peer review and assistance programs in several school districts. It concludes that the next generation of evaluation systems will further integrate teacher accountability with professional growth. (Contains 21 references.) (SM)

ED 429 053 SP 038 382

Sullivan, Karen T.

Promoting Health Behavior Change. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-97-10
Pub Date—1998-12-00
Contract—RR93002015
Note—4p.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Change, *Comprehensive School Health Education, Elementary Secondary Education, *Health Promotion, Student Behavior, Students
Identifiers—ERIC Digests, *Health Behavior, *Risk Reduction

Health-related habits develop early in life. The period during junior high school is especially important for developing these habits. Because adolescent behaviors may be better predictors of adult disease than adult health behaviors, interventions with children and adolescents are important. Several theories and models for explaining how people change their behavior exist. This Digest explores the more recent Transtheoretical Model and discusses how educators can apply it in working with students. The Transtheoretical Model acknowledges several stages of change: precontemplation, contemplation, preparation, action, and maintenance. The typical path of behavior change usually involves slips backward to earlier stages, though progression may occur more rapidly after a slip due to insights gained when previously in the earlier stage. Only a small percentage of any group is ready for change at a given time, so educators must use a variety of processes of change to reach their audiences. Some of the processes most helpful in the early stages of change are consciousness raising, emotional arousal, self-reevaluation, and commitment. Processes most helpful in the action stage include active problem solving, counterconditioning, and creating helping relationships. Students involved in behavior change must learn to plan and pace their change processes. Necessary skills for behavior change include self-monitoring, effective goal setting, relapse prevention, assertiveness, counterconditioning, stimulus control, and reward skills. (Contains 11 references.) (SM)

ED 429 054 SP 038 383

Huling, Leslie

Early Field Experiences in Teacher Education. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SP-97-11

Pub Date—1998-12-00

Contract—RR93002015

Note—4p.

Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Field Experience Programs, Higher Education, Preservice Teacher Education, Student Teachers, Teaching Methods

Identifiers—*Early Field Experience, ERIC Digests

Quality teacher education programs provide candidates with many early field experiences in diverse settings. This Digest examines complexities and challenges of early field experiences, noting the nature and degree of early field experiences within teacher education programs. Through field experiences, teacher candidates observe and work with real students, teachers, and curricula in natural settings. Field experiences prior to student teaching are called early field experiences. The most prevalent field experience until the early 1980s was student teaching. Within recent years, early field experiences have become more common. Student teachers need careful guidance and mediation to help them focus on critical aspects of classroom teaching and interactions and interpret what they see in order to benefit from field experiences. The establishment of a Professional Development School greatly facilitates the delivery of early field experiences, though it is highly time- and labor-intensive. Teacher preparation programs are providing substantial amounts of early field experiences in varied settings. A 1997 survey examined field experiences nationwide and found that most teacher candidates first engaged in field experiences before their junior year. They spent a substantial number of hours engaged in early field experiences (particularly at the elementary level) in various schools and classrooms. In most programs, university supervisors provided some degree of on-site supervision. Anecdotal evidence suggests that more and earlier field experiences results in better prepared teachers. (Contains 15 references.) (SM)

TM

ED 422 406 TM 028 970

MacColl, Gail S. White, Kathleen D.

Communicating Educational Research Data to General, Nonresearcher Audiences. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-98-01

Pub Date—1998-02-00

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Shriver Laboratory, College Park, MD 20742; toll-free phone: 800-464-3742 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Educational Research, Higher Education, *Readability, *Research Reports, *Researchers, Technical Writing, *Writing for Publication

Identifiers—ERIC Digests

This digest describes some of the problems researchers face in communicating educational research data to general, nonresearcher audiences. Accessibility is one problem. Most research on effective educational practices does not filter down to the people who contribute or control funding. Another problem is that of readability. In the rare event that a general reader gains access to materials about educational programs, stylistic characteristics, including organization, terminology, and presentation of statistical data, often make the materials difficult to read. Researchers often have difficulty in reporting on practices that don't work, and this fact affects the amount of educational research that reaches the general public. Most steps that could make research data more useful to more people are relatively easy to accomplish. First, the focus should be on the audience. Findings should be summarized in plain language at the beginning of the report, and information should be presented so that it can be absorbed quickly. Researchers will need to: (1) simplify their language; (2) create simple tabular material; (3) incorporate inviting graphics; (4) enlist the aid of journalists and other communicators; (5) publish on the Internet; and (6) make certain that the research supports the conclusions. (Contains four references.) (SLD)

ED 422 407 TM 028 971

Brualdi, Amy C.

Classroom Questions. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-98-02

Pub Date—1998-02-00

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Shriver Laboratory, College Park, MD 20742; toll-free phone: 800-464-3742 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Classroom Techniques, Discussion (Teaching Technique), Elementary Secondary Education, Learning, *Questioning Techniques, Teaching Methods, Wait Time

Identifiers—ERIC Digests

Questioning is one of the most popular modes of teaching, but it has the capacity to turn a child off to learning if done incorrectly. This digest provides teachers with information on the types of questions and questioning behaviors that can facilitate the learning process and on the types of questions that are ineffective. Good questions foster student learning. Low-level cognitive questions may limit students by not helping them acquire a deep understanding of a subject, but high-level cognitive questions, which require students to use higher order thinking or reasoning skills, ask students to use knowledge to solve problems, to analyze, and to evaluate. Many teachers, however, rely on low-level cognitive questions to keep the attention of the students, maintain order, and avoid a slow-paced lesson. W. Wilen and A. Clegg (1986) suggest that teachers can ask questions that foster student achievement if they: (1) phrase questions clearly; (2) ask questions primarily of an academic nature; (3) allow 3 to 5 seconds of wait time after questions; (4) encourage students to respond in some way to each question; (5) balance responses from volunteering and nonvolunteering students; (6) elicit a high percentage of correct responses and assist with incorrect responses; (7) probe students' responses to have them clarify ideas, support a point of view, or extend their thinking; and (8) acknowledge correct responses and use praise specifically and discriminately. Teachers should be sure that they have a clear purpose for the questions they ask. (Contains 13 references.) (SLD)

ED 423 309 TM 029 197

Brualdi, Amy

Teacher Comments on Report Cards. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-98-03

Pub Date—1998-07-00

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, University of Maryland, College Park, Schriver Hall, College Park, MD 20742-5701; telephone: 800-464-3742 (free).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Communication (Thought Transfer), Elementary Secondary Education, Evaluation Methods, *Parent Teacher Cooperation, *Report Cards, *Student Evaluation, *Teacher Attitudes

Identifiers—ERIC Digests

This digest explains why teacher comments on report cards are important, offers suggestions on how to construct effective comments, points out words or phrases to be cautious about using, and indicate sources of information for report card comments. Teacher comments are important in that they often convey information that is not completely explained by the grade. Well-written comments can give parents and children guidance on how to make improvements in specific areas. When written in a positive and informative manner, comments can address a variety of issues while maintaining the dignity of the child. Some phrases are suggested to indicate ways in which the child needs help. Teachers should be careful not to portray a child's ability as fixed and permanent, and they should be aware that the student will probably read the comments. Teachers should have many sources from which they can derive information on each child to support the comments made on the report card. The most commonly used sources of information are examples of student work and test results. Another rich source of information is the student observation. Observations should be documented for each child in a variety of situations. (Contains 10 references.) (SLD).

ED 423 310 TM 029 198

Rudner, Lawrence

Item Banking. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-98-04

Pub Date—1998-08-00

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, University of Maryland, College Park, Schriver Hall, College Park, MD 20742-5701; telephone: 800-464-3742 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adaptive Testing, *Computer Assisted Testing, Difficulty Level, *Item Banks, Item Response Theory, *Test Construction, Test Items

Identifiers—ERIC Digests, *Rasch Model

This digest discusses the advantages and disadvantages of using item banks, and it provides useful information for those who are considering implementing an item banking project in their school districts. The primary advantage of item banking is in test development. Using an item response theory method, such as the Rasch model, items from multiple tests are placed on a common scale, one scale per subject area. The scale indicates the relative difficulty of the items, and items can be placed into the scale without extensive testing. New subtest and tests with predictable characteristics can be developed by drawing items from the bank. Another advantage of the item bank is that the test developer can "deposit" or "withdraw" items as needed. Large deposits can be made by merging the item bank with one from another district, and small deposits can come by adding only a few items. Another advantage to item banking is that it helps establish a language for discussing curriculum goals and objectives. However, item banking and item response theory are not cure-alls for measurement problems. Care and effort must still go into item writing. A great deal of work must go into preparation and planning. Computer experts should be available to: modify computer programs; establish a database system; and run packaged programs. The most crucial step is planning, which involves preparing and training those who will work with the item bank, the identification of the initial contents, and the identification of what the developer hopes to accomplish with the item bank. The start-up activities would mostly involve administrative activities and the data processing staff. Running the item bank then involves depositing new items, with field testing as necessary, and ensuring that the bank is used appropriately. As a service to instructional and curriculum staff, item bank developers can provide information on the relative difficulty of different tasks within and across grade levels. (Contains five references.) (SLD).

ED 423 311 TM 029 199

Shadish, William

Some Evaluation Questions. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-98-05

Pub Date—1998-08-00

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, University of Maryland, College Park, Schriver Hall, College Park, MD 20742-5701; telephone: 800-464-3742 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Causal Models, Criteria, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, *Evaluators, *Inferences, Performance Factors, *Program Evaluation, Qualitative Research, Standards, *Theory Practice Relationship, User Needs (Information)

Identifiers—ERIC Digests

This digest illustrates the variety of basic and theoretical issues in evaluation with which aspiring evaluators should be conversant in order to claim that they know the knowledge base of their profession. Coverage of the issues includes: the four steps in the logic of evaluation; whether qualitative evaluations are valid; whether it matters if the program being evaluated is new or has existed for many years; differences between evaluating a large program, a local element of that program, or a small element in the project; how to enhance the chances of evaluations' results being used in the short-term to make changes; the role of causal inference in evaluation; the determination of when a question has leverage; and, the definition of meta-evaluation and when it should be used. (Contains 12 references.) (LMD).

ED 423 312 TM 029 200

Brualdi, Amy

Implementing Performance Assessment in the Classroom. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-98-06

Pub Date—1998-08-00

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, University of Maryland, College Park, Schriver Hall, College Park, MD 20742-5701; telephone: 800-464-3742 (free).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Criteria, *Educational Assessment, *Evaluation Methods, Feedback, *Performance Based Assessment, Sampling, Scoring, Self Evaluation (Individuals), *Student Evaluation, Teaching Methods

Identifiers—ERIC Digests, *Scoring Rubrics

One of the benefits of performance based assessment is its allowance for the teacher to gather information about how the student understands and applies knowledge. In this Digest, the basic steps a teacher should take to plan and execute effective performance-based assessment are outlined. Coverage includes the steps of planning and executing either formal or informal performance based assessments, namely: defining the purpose of the assessment; choosing the activity; defining the performance criteria; creating performance rubrics, or rating systems by which to determine students' proficiency for a given concept or skill; and, assessing the performance, including using tools by which to deliver feedback to the student. (Contains eight references.) (LMD).

ED 423 313 TM 029 201

McQuillan, Jeff

Seven Myths about Literacy in the United States. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-98-07

Pub Date—1998-08-00

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, University of Maryland, College Park, Schriver Hall, College Park, MD 20742-5701; telephone: 800-464-3742 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, College Entrance Examinations, Comparative Analysis, Dyslexia, Educational Research, *Educational Trends, Elementary Secondary Education, International Studies, *Literacy, *Mythology, National Surveys, *Reading Achievement, Trend Analysis, Whole Language Approach

Identifiers—California, ERIC Digests, *National Assessment of Educational Progress, *Scholastic Assessment Tests

This digest investigates seven of the most prevalent and damaging myths about literacy in the United States. In response to various claims about American elementary and secondary students' test score declines in reading achievement, the author interprets data from the National Assessment of Educational Progress (NAEP), the International Association for the Evaluation of Educational Achievement, and the Scholastic Assessment Tests (SAT) to support differing conclusions. In response to criticisms of whole language instructional methods which allegedly impede reading achievement, the author corrects the interpretation of California students' test scores on which the criticisms are largely based. The author warns that these myths and other distorted views of student achievement can only distract from the real problems of education in the United States, problems that must be studied in order to bring about change. (Contains 17 references.) (LMD)

ED 425 192 TM 029 256

Vecchioli, Lisa

Evaluating Student Records Management Software.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-886047-01-4

Pub Date—1998-00-00

Contract—RR93002002

Note—117p.

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Records, Computer Managed Instruction, Computer Software, *Computer Software Evaluation, Costs, *Criteria, Elementary Secondary Education, *Evaluation Methods, Needs Assessment, Selection, Student Evaluation, *Student Records, User Needs (Information)

This book establishes a framework that can be used to evaluate software for tracking and analyzing student records. First, it examines the characteristics the user should look for in a student-records management software package. Users should be aware of the dangers and costs of replacing a system or integrating new software into an existing system. How to make the selection process go smoothly is also discussed. Users will learn what to look for in database features, security, the user interface, system requirements, technical support, and training. The second part of the guide presents sets of criteria that can be used to evaluate software packages. These criteria cover all basic features of student-records management software. Three high-end systems are reviewed to show how the criteria are to be applied. These are: (1) "Registrar's Office" by Blackbaud; (2) "Win School" by Chancery; and (3) "Administrator's Plus" by Rediker. The final section of the guide gives an in-depth examination of the three high-end systems with a more thorough discussion of each system's strengths and weaknesses. The template this guide presents will enable a user to define the institution's needs and then design evaluation criteria to supplement those proposed in the guide to assure the most informed selection of software possible. One appendix contains vendor and product information, and the other is an evaluation checklist. (Contains 13 references.) (SLD)

ED 425 203 TM 029 318

Meyers, Ronald, Ed.

Developing and Implementing Local Education Standards.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-886047-02-2

Pub Date—1998-00-00

Contract—RR93002002

Note—372p.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Academic Achievement, Benchmarking, *Educational Assessment, Educational Planning, *Elementary Secondary Education, *Excellence in Education, Fine Arts, Health Education, Internet, Language Arts, Mathematics Education, Performance Based Assessment, Physical Education, *Program Implementation, Science Education, Second Languages, Social Studies, *Standards, *State

Programs, Student Evaluation, Technology Education

Identifiers—Goals 2000, Reform Efforts, *Standard Setting

This resource text was developed to assist parents, teachers, school administrators, school board personnel, and other concerned citizens in their efforts to develop and implement local education standards. Having drawn heavily upon Internet-accessible resources for the development and implementation of educational standards, the text is intended as a stand-alone resource for those without easy access to a computer and the Internet or as a resource which the Internet can supplement. After the Introduction, Section II, entitled "Rationale," provides full-text policy statements and position papers about the necessity of standards from various agencies and associations. Section III, entitled "Guidance/Resources," names and describes general and governmental resources, centers, clearinghouses, and organizations which offer products and/or expertise to support decision making about and implementation of standard setting efforts. Section III also provides full-text or excerpts of five authoritative pertinent documents, as well as a sub-section entitled, "Standards and Frameworks by State." Section IV, "Implementation and Assessment," offers overviews of state policies and practices for upgrading academic standards, including a section on the role of state education agencies. Finally, Section V covers "Examples of Local Schools/School Districts Adopting Education Standards." (Contains 8 figures and 15 tables.) (LMD)

ED 426 114 TM 029 396

Haskell, Robert E.

Academic Freedom, Tenure, and Student Evaluation of Faculty: Galloping Polls in the 21st Century. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-98-08

Pub Date—1998-08-00

Contract—RR93002002

Note—5p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, University of Maryland, College Park, Schriver Hall, College Park, MD 20742-5701, 800-464-3742.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Evaluation Problems, Faculty College Relationship, *Faculty Evaluation, Faculty Promotion, Freedom of Speech, Grading, Higher Education, *Legal Problems, Libel and Slander, Privacy, Reliability, *Student Evaluation of Teacher Performance, Teacher Attitudes, *Tenure, Validity

Despite a history of conflicting research on its reliability and validity, student evaluation of faculty (SEF) has typically not been viewed as an infringement on academic freedom; it has generally been taken for granted that SEF is appropriate and necessary. However, informal and reasoned analyses of the issue indicate that because SEF is used for faculty salary, promotion, and tenure decisions, there is pressure to comply with student classroom demands regarding teaching style, grading and a host of others demands. It is suggested that this pressure to comply with student demands leads directly to an infringement upon academic freedom. As the findings of this paper suggest, SEF is not the benign instrument it may appear to be or may once have been. Its primary impact goes to the core of academic freedom and to the quality of instruction. This paper explores the implications of SEF by presenting: a brief look at academic freedom and tenure; faculty assessment of how SEF infringes upon academic freedom; releasing SEF to students and the public; SEF and administrative control of academic freedom; and SEF and academic freedom in the 21st century. (Contains 22 references). (LMD)

ED 429 987 TM 029 650

Calkins, Lucy Montgomery, Kate Santman, Donna

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.

ERIC Clearinghouse on Assessment and Evaluation, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-99-01

Pub Date—1999-04-00

Contract—ED-99-CO-0032

Note—4p.; Adapted from "A Teacher's Guide to Standardized Reading Tests. Knowledge Is Power" by Lucy Calkins, Kate Montgomery, and Donna Santman, Portsmouth, NH: Heinemann, 1998; see ED 422 334.

Available from—ERIC Clearinghouse on Assessment and Evaluation, 1129 Shriver Laboratory, University of Maryland, College Park, MD 20742 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Elementary School Students, Reading Skills, *Reading Tests, *Standardized Tests, *Teaching Methods, Test Coaching, *Test Wiseness

Identifiers—ERIC Digests

This Digest lists some of the common mistakes made by young readers and suggests teaching strategies that may be useful to teachers who are preparing their classes to take standardized tests. Children must learn to use the text to pick the answer, rather than relying on memory, especially when the story is a familiar one. Teachers can help students learn to look through the text and can provide practice opportunities with easy or familiar text in a format that resembles that of the test. Teachers can also help students create a context for words that may be on a test by relating those words to their own experiences. Learning to read the questions accurately is important, as is practicing choosing the answer based on the true meaning of the questions. Teachers should also advise students not to overlook an answer choice because it contains an unfamiliar word. Students can also be taught to check their answers without reviewing every single response. In addition to teaching students these strategies, teachers need to set a positive tone for the day of the test. (Contains four references.) (SLD)

ED 429 988 TM 029 651

A Nation Still at Risk. ERIC Digest.

Thomas B. Fordham Foundation, Washington, DC.; ERIC Clearinghouse on Assessment and Evaluation, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-99-02

Pub Date—1999-04-00

Contract—ED-99-CO-0032

Note—4p.; Adapted from "A Nation Still 'at Risk'," an education manifesto signed by 37 education reformers in April 1998; see ED 422 455.

Available from—ERIC Clearinghouse on Assessment and Evaluation, 1129 Shriver Laboratory, University of Maryland, College Park, MD 20742 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Disadvantaged Youth, Educational Change, Educational Improvement, Elementary Secondary Education, *Equal Education, Minority Groups, Poverty, *Urban Schools

Identifiers—ERIC Digests, *Nation at Risk (A)

In 1983 the National Commission on Excellence in Education declared the United States "A Nation at Risk" because of inadequate education. A decade and a half later, the United States is still at risk because U.S. schools are failing children. Dropout rates have declined, and college attendance has risen, but student achievement has remained flat and college remediation rates have risen to unprecedented levels. The United States is the only country in the world in which children fall farther behind the longer they stay in school. In fact, a dual school system is developing, with a widening gap between good schools and poor schools. Poor and minority children usually go to worse schools, and their families have the least power to alter bad situations. Power over the education system has increasingly concentrated in the hands of a few who really don't want change. Equal educational opportunity is the next great civil rights frontier. The main strategies for change should center on standards, assessment, and accountability and allow for pluralism, competition, and choice to ensure the best for all children. (Contains five references.) (SLD)

ED 431 819 TM 029 975

Matter, M. Kevin

Strategies for Improving the Process of Educational Assessment. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-TM-99-03

Pub Date—1999-06-00

Contract—ED-99-CO-0032

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, 1129 Shriver Laboratory, University of Maryland, College Park, MD 20742-5701; Tel: 800-464-3742 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Coordination, *Educational Assessment, Educational Planning, *Educational Testing, Incentives, Test Use, *Testing Problems

Identifiers—ERIC Digests, *Test Directors

This digest presents seven strategies that an assessment director may use to improve test administration practices. These strategies highlight clear communication, the responsibility of the Building Test Coordinator, and rewarding and reinforcing quality. The strategies are: (1) focusing on communication; (2) designating a building test coordinator; (3) meeting with all building test coordinators; (4) designing processes to reward quality; (5) using "quality" techniques; (6) designing goals, processes, and procedures with information, responsiveness, teamwork, standards, and other quality aspects in mind; and (7) working for continual improvement in processes. (SLD)

UD

ED 425 247 UD 032 659

Flaxman, Erwin Schwartz, Wendy Weiler, Jeanne Lahey, Meghan

Trends and Issues in Urban Education, 1998.

ERIC Clearinghouse on Urban Education, New York, NY.; Columbia Univ., New York, NY. Inst. for Urban and Minority Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-10-00

Contract—RR93002016

Note—76p.

Available from—Web site: http://eric-web.tc.columbia.edu/

Pub Type— ERIC Publications (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Diversity (Student), Educational Change, Educational Practices, *Educational Trends, Elementary Secondary Education, *Equal Education, Ethnicity, High Risk Students, *Minority Groups, *Multicultural Education, Parent Participation, Racial Differences, *School Restructuring, School Size, Teaching Methods, *Urban Schools, Violence

Identifiers—*Reform Efforts

This report examines several important trends and issues in urban education and minority education. It reviews major principles for rethinking urban schooling so that students from diverse racial, ethnic, linguistic, and gender groups will be able to receive a more equal education, and it considers specific issues in their education. The focus is on practice and policy, on implementation rather than theory. The racial, ethnic, and social class characteristics of the majority of students attending urban schools are examined. Then two powerful trends in urban education and minority education are explored. The first is multicultural education. The aim of multicultural education is to increase equal educational opportunities for students from diverse racial, ethnic, social class, and cultural groups so that they can function effectively in a pluralistic democratic society. The second trend is systemic school reform aimed at changing the structure and governance of schooling, the roles of teachers and school personnel, curricula, teaching methods, accountability mechanisms, and relations with other institutions in the community. The aim of multicultural education is to make the students, schools, and society functionally different, while the aim of systemic reform is to make the schools more efficient structurally. The following specific issues related to urban education are addressed in detail: (1) school choice; (2) charter schools; (3) smaller schools; (4) schools with a focus; (5) school desegregation; (6) after-school programs for urban youth; (7) parent involvement strategies and research about parent involvement; (8) the educational needs of language minority children; and (9) violence prevention. Seventeen publications from the Educational Resources Information Center Clearinghouse on Urban Education on which this report is based are listed. (Contains 156 references.) (SLD)

ED 425 248 UD 032 660
Schwartz, Wendy
The Identity Development of Multiracial Youth. ERIC/CUE Digest, Number 137.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-98-7; ISSN-0889-8049
Pub Date—1998-11-00
Contract—RR93002016
Note—7p.; For a companion digest, "The Schooling of Multiracial Students," that presents schoolwide and classroom strategies for promoting achievement in multiracial youth; see UD 032 661.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Children, Classification, Counselors, Cultural Background, Elementary Secondary Education, *Equal Education, Ethnic Groups, *Individual Development, Models, Multicultural Education, *Racial Identification, *Social Bias, Teacher Role, Urban Schools
Identifiers—ERIC Digests, *Identity Formation, Mixed Race Persons, Multiracial Education, *Multiracial Identity

In the past several decades, individuals have been responding more actively to political and personal pressures to identify with a specific group that shares their background. For many people of mixed racial, ethnic, and cultural heritage, making such an identification is complicated. It is important for society to foster the positive development of these individuals, and it is even more important for educators and counselors to know how best to serve the special developmental and educational needs of multiracial students. A key factor in the lives of multiracial children is how they are labeled by themselves, their families, and society in general. A model of the identity development of multiracial children and youth has been proposed by W. Poston (1990). This model suggests that families may foster identity choices for their children that encompass "human," "multiracial," and "monoracial" options. At present, many of the important official tallies of individuals in the United States allow for only one racial or ethnic designation. However, in the year 2000, the U.S. Office of Management and Budget will allow individuals to identify themselves with as many racial designations as appropriate. By 2003, schools will also have to change the ways in which students report race, and this may affect the way in which multiracial students see themselves. Individuals who are socialized as multiracial usually benefit from their heritage, but there are disadvantages to being multiracial. One of the disadvantages is the complicated nature of the identity development process for multiracial youth. Another pressure on multiracial youth is societal racism in general and bias against interracial marriage in particular. Given the existence of the prejudices, it is likely that educators and counselors will also harbor some of these ideas, even unconsciously. It is important that educators and counselors consider their personal views carefully to ensure that they do not further complicate the development of the multiracial student's identity. Learning about and respecting the beliefs, attitudes, and concerns of multiracial students is crucial for educators. (Contains 17 references.) (SLD)

ED 425 249 UD 032 661
Schwartz, Wendy
The Schooling of Multiracial Students. ERIC/CUE Digest, Number 138.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-98-8; ISSN-0889-8049
Pub Date—1998-11-00
Contract—RR93002016
Note—7p.; For a companion digest, "The Identity Development of Multiracial Youth," that covers issues related to the ways that multiracial children and their families view themselves, see UD 032 660.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Curriculum Development, *Elementary Secondary Education, *Equal Education, Models, Multicultural Education, Professional Development, Racial Differences, *Racial Identification, Self Concept, Teacher Attitudes, Teacher Role, *Teaching Methods, Urban Youth
Identifiers—ERIC Digests, Identity Formation, *Mixed Race Persons, *Multiracial Education

The purpose of this digest is to help educators develop a curriculum for multiracial students that fosters their ability to develop a positive identity and achieve academically. To this end, the digest briefly reviews identity formation in multiracial children and then presents schoolwide and classroom strategies that have been shown to be particularly effective with multiracial students and that also promote all children's understanding of racial issues. Multiracial identity development is a complex process that is only now being defined, as researchers have determined that models of minority identity development are not appropriate for multiracial individuals and that models based on deficits in development seriously shortchange multiracial individuals. A model recently developed by W. Poston (1990) provides a typology of stages through which some families progress as they help their children define themselves personally and develop connections to their heritages. It is important for schools to foster universal respect for students. The message that educators convey about how they view multicultural families is important to the developing self-concept of children, but how best to serve these students educationally is an area of professional development still being defined. Educators should consider their own views about multiracial students, and they should elicit information from multiracial families so that they can communicate more effectively and sensitively with their students. Teachers can facilitate age-appropriate discussions about racial issues and can plan curricula and activities to support the identity formation of their multiracial students. School counselors can also use sensitive approaches to help educators by affirming the right of all students to be treated on an individual basis. Educators can foster the best in all students by helping them appreciate the uniqueness of each individual. (Contains 16 references.) (SLD)

ED 425 250 UD 032 662
Weiler, Jeanne
Success for All: A Summary of Evaluations. ERIC/CUE Digest Number 139.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-98-9; ISSN-0889-8049
Pub Date—1998-12-00
Contract—RR93002016
Note—7p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Gains, Disadvantaged Youth, *Educational Change, Educational Research, Elementary Education, *Elementary School Students, Evaluation Methods, Limited English Speaking, Parent Participation, Professional Development, Program Evaluation, *Reading Achievement, Special Education, *Urban Schools, Urban Youth
Identifiers—ERIC Digests, *Success for All Program

Success for All (SFA), a schoolwide research-based reform model developed by Robert Slavin and his associates at Johns Hopkins University, is based on the premise that all students can and must succeed in the early grades. The program targets students in the lower grades, providing them with intensive instruction in language arts. This effort is accompanied by extensive professional development to help teachers succeed with every student and a family support program. Results from research conducted by the program's developers and external evaluators show the SFA program to be effective in enhancing the reading achievement of economically disadvantaged and nonnative English speaking students. This digest summarizes the findings from a number of SFA program evaluations and research projects. First implemented in the 1987-88 school year in five inner-city schools in Baltimore, SFA has expanded to more than 475 schools in 31 states. Its components include a systematic reading program, one-on-one tutoring by certified teachers, frequent assessments, professional development, and a family support team. The basic research design used to determine the effectiveness of SFA has been to match the SFA school with a control school that is similar in terms of poverty level, historical achievement level, ethnicity of students, and other factors. Several key findings have indicated differential effects. The evaluations show that early exposure to the program in prekindergarten and kindergarten can significantly and positively affect the reading achievement of disadvantaged and at-risk students and that, at any level, the greatest impact of SFA is on students in the lowest 25% of their class. It is less clear that SFA positively affects students at average or above average reading levels. Longitudinal studies have also indicated that SFA students do not retain their gains over non-SFA students in the middle grades. Effects also vary for students of limited English proficiency. Those enrolled in adapted SFA and the Spanish bilingual SFA programs appear to benefit, but the relative benefit for Spanish-speaking students for which English is a second language is less obvious. There is no question, however, that early intervention does significantly improve reading achievement and reduce special education referrals and placements. Research also indicates that high-implementation SFA schools have better results than schools that adopt only some SFA program components. As more and more schools adopt SFA, the questions now seem to be how best to implement the program for the greatest benefits for all children and how to sustain those benefits over the long term. (Contains 12 references.) (SLD)

ED 425 263 UD 032 681
Urban After-School Programs: Evaluations and Recommendations. ERIC/CUE Digest, Number 140.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-98-0; ISSN-0889-8049
Pub Date—1998-12-00
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*After School Programs, *Disadvantaged Youth, Elementary Secondary Education, Enrichment Activities, Extracurricular Activities, *High Risk Students, Low Income Groups, Parent Participation, Poverty, *Program Effectiveness, Program Evaluation, Research Methodology, *School Recreational Programs, Urban Schools, *Urban Youth
Identifiers—ERIC Digests

Interest in the quality of after-school programs has been increasing. It is recognized that, in urban and low-income areas, after-school programs are essential to counteract the effects of a number of factors contributing to a student's lack of opportunities and ability to succeed academically. However, information on the types of programs that work best with urban youth has been limited. This digest, updating two 1996 Clearinghouse publications on urban after-school programs, offers a distillation of the findings of the Center for Research on the Education of Students Placed at Risk (CRESPAR), located at Johns Hopkins University and Howard University. To gather information on successful programs, CRESPAR conducted a survey of 34 programs, which could be divided into five general categories. These included language arts, study skills, academic subject programs, tutorial programs, and community-created or community-based programs. Relatively few evaluations of these programs have been conducted, and the studies that have been done have had methodological problems. CRESPAR has identified some solutions to these methodological problems and has determined that many programs are effective as after-school programs, while others that are effective as in-school programs can be adapted easily for use after school. Despite the lack of rigorous evaluations of after-school programs, it is still possible to identify components common to most effective urban programs. Programs what address the academic, recreational, and cultural needs of the student are best. Characteristics of well-designed programs include (1) well-trained staff and volunteers; (2) a solid structure; (3) assessment and program evaluation; (4) inclusion of families in program planning; and (5) an advisory board to help maintain links among the community, families, religious organizations, and the school system. (Contains six references.) (SLD)

ED 427 093 UD 032 086
Schwartz, Wendy
Urban School-Community Parent Programs To Prevent Drug Use. ERIC/CUE Digest, Number 130.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-97-11; ISSN-0889-8049
Pub Date—1997-12-00
Contract—RR93002016
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, After School Programs, *Children, *Community Involvement, Drug Education, *Drug Use, Parent Child Relationship, *Parent Education, Parent Participation, Parents, Urban Schools, Urban Youth, *Youth Programs
Identifiers—ERIC Digests

This digest briefly discusses some ways to involve families in their children's drug prevention education. Helping children and teenagers stay away from drugs and those who use and sell drugs is an important job in which parents and other close relatives play the most important role. Because youth experiment with drugs for the same reasons they engage in other negative behaviors, the most effective prevention programs concentrate on helping them develop effective ways to manage stress in their lives. Drug prevention education is a natural component of family resource centers, common in urban schools. Parent and school collaboration is important in preventing drug use. Many parents are reluctant to work with schools, because of their own past negative experiences or feelings that separate them from school personnel, but efforts can be made to recruit parents and then to education them about drugs and prevention efforts. To encourage parent participation in school drug prevention programs, schools should work to create an atmosphere of trust. Outreach efforts should be respectful of parents' innate abilities and their linguistic and cultural backgrounds. Parents can also engage in activities independently to share information and thoughts in their families. Effective school and family collaborations to prevent youth drug use require mutual respect, an accurate understanding of the concerns of community members, and an ongoing commitment of time and energy by all concerned. (SLD)

ED 429 143 UD 032 864
Schwartz, Wendy
Young Fathers: New Support Strategies. ERIC Digest, Number 141.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-99-1; ISSN-0889-8049
Pub Date—1999-03-00
Contract—ED-99-CO-0035
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; Tel: 800-601-4868 (Toll Free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Development, *Counseling, *Cultural Awareness, Curriculum Development, *Early Parenthood, Ethnicity, *Fathers, Outreach Programs, *Parent Education, Parent Role, Program Effectiveness, Secondary Education, Urban Youth
Identifiers—ERIC Digests, *Unwed Fathers

Communities, frequently with government and school assistance, can implement programs that help teenage and young adult males develop into caring and responsible fathers. This digest briefly describes program components shown to be most effective. Effective programs take account of ethnic differences and use culturally sensitive outreach strategies and curricula. Programs also need to tailor their curricula to the local socioeconomic climate. The goals and perspectives of effective programs acknowledge the importance of promoting the responsibilities of fatherhood. Community outreach is an essential component to target as many young fathers as possible. Helping fathers get as much education as possible is crucial, and including parenting education is also a program necessity. Career development and counseling play important roles in program success. Many schools have comprehensive programs for pregnant and parenting females, and school programs for fathers are often planned to help fathers complete a general education, learn parenting skills, and make career plans. (Contains 11 references.) (SLD)

ED 429 144 UD 032 865
Schwartz, Wendy
Arab American Students in Public Schools. ERIC Digest, Number 142.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-99-2; ISSN-0889-8049
Pub Date—1999-03-00
Contract—ED-99-CO-0035
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; Tel: 800-601-4868 (Toll Free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Arabs, Cultural Awareness, *Cultural Differences, Educational Environment, Elementary Secondary Education, *Ethnicity, Family Characteristics, Minority Groups, *Multicultural Education, *North Americans, Professional Development, Public Schools, *Racial Discrimination, Stereotypes, Urban Schools
Identifiers—ERIC Digests

This digest reviews ways to provide Arab Americans with a supportive school environment and all students with an accurate and unbiased education about the Middle East. The school climate will make Arab American students feel more welcome if Arab culture is included in multicultural courses and activities, and if the staff works to eliminate prejudice and discrimination. Staff development will further these goals. A curriculum that includes references to Arab culture, and the assessment of textbooks and materials to ensure the accuracy of representations of Arabs will also help ensure cultural sensitivity. To accommodate the individuality of Arab families, it is important that teachers take the lead from students and their parents when approaching them about school and other related issues. Counselors of Arab American students should respect both traditional Arab attitudes toward usual counseling practices and the Arab communication style in all interactions. Educators must also respect the importance of the nuclear and extended families for Arab Americans and the familial role of elders. By helping families cope with various levels of acculturation, language differences, and conformity to tradition, teachers can help the Arab American student develop a positive identity that is personally satisfying and respectful of the student's cultural heritage. (Contains 15 references.) (SLD)

ED 430 069 UD 032 912
Weiler, Jeanne
Girls and Violence. ERIC Digest Number 143.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-99-3; ISSN-0889-8049
Pub Date—1999-05-00
Contract—ED-99-CO-0035
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; Tel: 800-601-4868 (Toll Free) (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Awareness, *Delinquency, Educational Research, Elementary Secondary Education, *Females, Intervention, Program Effectiveness, *School Safety, Sex Differences, Urban Schools, *Violence
Identifiers—ERIC Digests

This digest reviews current research on girls' delinquent and violent behavior, the factors contributing to it, and effective programming strategies to prevent it. Girls are more involved in violent crime than they were a decade ago. Their murder rate is up

64%, although status offenses (offenses only because the perpetrator is a minor) continue to comprise most of girls' arrests. The violent crimes committed by girls differ from offenses by boys. Girls are more likely to use knives, more likely to kill someone as a result of a conflict rather than during a crime, and more likely to murder or fight with family members. Current research on adolescent violence and delinquency considers how social class, race, ethnicity, and culture interact to cause young women to behave violently. To serve young women effectively, programs must develop culturally sensitive, gender-specific approaches to intervention. A recent review of existing programs for girls suggests that three common elements combine in program success: (1) comprehensive counseling; (2) educational and occupational support; and (3) support for young women not able to remain with their families. (Contains 13 references.) (SLD)

ED 431 063 UD 032 965

Schwartz, Wendy

Family Literacy Strategies To Support Children's Learning. ERIC Digest Number 144.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-UD-99-4; ISSN-0889-8049

Pub Date—1999-06-00

Contract—ED-99-CO-0035

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; Tel: 800-601-4868 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Family Literacy, Family Programs, *Literacy Education, *Parent Education, Parent Participation, Preschool Education, Program Evaluation, Urban Schools, Urban Youth

Identifiers—ERIC Digests

To help guide family literacy program developers in shaping their curriculum, and educators and community leaders in creating independent parenting programs, this digest describes the parenting education component of successful urban programs. In general, family literacy programs have three basic components: adult education, parenting education, and early childhood education for preschoolers. The parenting skills component of family literacy programs generally includes training parents to be their children's primary teachers and full partners in the children's education and interactive literacy activities involving parents and their children. Usual places of service, curricula, staffing, and ancillary services are described. Ongoing evaluation that includes the perspectives of participants helps ensure the efficacy of a program. (Contains 11 references.) (SLD)

ED 431 064 UD 032 966

Schwartz, Wendy

Building on Existing Strengths To Increase Family Literacy. ERIC Digest Number 145.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-UD-99-5; ISSN-0889-8049

Pub Date—1999-06-00

Contract—ED-99-CO-0035

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; Tel: 800-601-4868 (Toll Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Family Literacy, Family Programs, *Literacy Education, Parent Education, *Parent Participation, Partnerships in Education, Preschool Education, Program Effectiveness, Program Evaluation

Identifiers—ERIC Digests, *Even Start, *Family Strengths

This digest focuses on strategies for reaching families and increasing family literacy that reflect the strengths families already have. The Federal Even Start Family Literacy Program, authorized in 1988, is the catalyst for much of the family literacy activity nationally. Funded programs must adhere to Even Start's core organizational curriculum, and evaluation requirements and goals, but program models vary greatly and the degree to which programs reflect and involve the families they serve varies, although multisite programs tend to be more generic in organization and curriculum. Recruitment strategies that reflect cultural diversity and local norms, stress personnel contact, and use former program participants are most effective. Considering themselves partners in the learning process both engages and empowers parents. Some curriculum components have been shown to increase family literacy program effectiveness with diverse learners. Especially effective are those that create opportunities for developing traditional literacy skills while showing participants that their native ways of communication are also valid literacy activities. Developing parental skills is the goal of all family literacy programs, and those that build on participants' strengths also build participants' self-esteem. (Contains 12 references.) (SLD)

ED 432 630 UD 033 045

Schwartz, Wendy

Family Math for Urban Students and Parents. ERIC/CUE Digest, Number 146.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-UD-99-6; ISSN-0889-8049

Pub Date—1999-07-00

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Family mathematics programs, based on family literacy programs, successfully teach math skills to both children and their parents. This digest describes specific strategies for teaching family mathematics. Schools can use these strategies as part of an overall program or as ad hoc family learning activities. In family math programs, program participants are considered to have a contract with each other in which the teacher plans and presents activities, and the parent and child work on them together. Family math program problems and experiments use situations and materials from everyday experience. Most effective family math programs include personal contact between teachers and parents, periodic group meetings for parents, resource rooms, family outings with learning opportunities, and different levels of group and home work. To be successful, family math programs must recognize cultural and language differences among families. (Contains 13 references.) (SLD)

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Ten Common Fallacies about Bilingual Education. ERIC Digest.
ED 424 792 (FL)

The Theory and Practice of Transformative Learning: A Critical Review. Information Series No. 374.
ED 423 422 (CE)

Toward the 21st Century: Retrospect, Prospect for American Vocationalism. Information Series No. 373.
ED 423 421 (CE)

Transformative Learning in Adulthood. ERIC Digest No. 200.
ED 423 426 (CE)

The Transition to Middle School. ERIC Digest.
ED 422 119 (PS)

Trends and Issues in Urban Education, 1998.
ED 425 247 (UD)

Trends in Staff Development for Adult ESL Instructors. ERIC Q & A.
ED 423 711 (FL)

Tropical Rainforest Education. ERIC Digest.
ED 432 438 (SE)

Tutoring Children in Reading and Writing: A Step-by-Step Guide. Book 1: Kindergarten.
ED 423 517 (CS)

Twins in School: What Teachers Should Know. ERIC Digest.
ED 424 033 (PS)

Understanding the Impact of Reverse Transfer Students on Community Colleges. New Directions for Community Colleges, Number 106.
ED 431 439 (JC)

Universities of the Third Age: Learning in Retirement. Trends and Issues Alert No. 2.
ED 426 296 (CE)

Urban After-School Programs: Evaluations and Recommendations. ERIC/CUE Digest, Number 140.
ED 425 263 (UD)

Urban School-Community Parent Programs To Prevent Drug Use. ERIC/CUE Digest, Number 130.
ED 427 093 (UD)

Using Adult Learning Principles in Adult Basic and Literacy Education. Practice Application Brief.
ED 425 336 (CE)

Using Multicultural Children's Literature in Adult ESL Classes. ERIC Digest.
ED 427 557 (FL)

Using Stories about Heroes To Teach Values. ERIC Digest.
ED 424 190 (SO)

Using Technologies Effectively in Adult and Vocational Education. Practice Application Brief No. 2.
ED 427 257 (CE)

Using the Internet in Career Education. Practice Application Brief No. 1.
ED 427 256 (CE)

Using the Web To Access Online Education Periodicals. ERIC Digest.
ED 430 584 (IR)

Using the World Wide Web with Adult ESL Learners. ERIC Digest.
ED 427 555 (FL)

Video Games: Research, Ratings, Recommendations. ERIC Digest.
ED 424 038 (PS)

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
ED 429 419 (EC)

Vocational Education's Image for the 21st Century. ERIC Digest.
ED 422 495 (CE)

Volunteering and Adult Learning. ERIC Digest No. 202.
ED 423 428 (CE)

Whole-School Reform. ERIC Digest, Number 124.
ED 427 388 (EA)

With Love, Grandma: Letters to Grandchildren.
ED 423 551 (CS)

Work Force Education: Beyond Technical Skills. Trends and Issues Alert No. 1.
ED 426 295 (CE)

Working with the English Language. Five Teaching Units for Middle and Upper Grades. Working with Languages Series. Second Edition.
ED 430 254 (CS)

World Wide Web Resources for Teaching and Learning Economics. ERIC Digest.
ED 424 189 (SO)

Writing as a Process of Discovery—A Practical Plan. Structured Theme Assignments for Grades Five through Twelve. Revised Edition. Working with Language Series.
ED 430 257 (CS)

Young Fathers: New Support Strategies. ERIC Digest, Number 141.
ED 429 143 (UD)

Office of Vocational and Adult Education (ED), Washington, DC.

Contextual Teaching and Learning: Preparing Teachers to Enhance Student Success in the Workplace and Beyond. Information Series No. 376.
ED 427 263 (CE)

Special Education Programs (ED/OSERS), Washington, DC.

A Curriculum Every Student Can Use: Design Principles for Student Access. ERIC/OSEP Topical Brief.
ED 423 654 (EC)

Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.
ED 429 420 (EC)

Including Students with Disabilities in Large-Scale Testing: Emerging Practices. ERIC/OSEP Digest E564.
ED 431 247 (EC)

Teaching English-Language Learners with Learning Difficulties: Guiding Principles and Examples from Research-Based Practice.
ED 427 448 (EC)

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
ED 429 419 (EC)

Teachers of English to Speakers of Other Languages, Inc., Alexandria, VA.

Research Agenda for Adult ESL.
ED 424 793 (FL)

Thomas B. Fordham Foundation, Washington, DC.

A Nation Still at Risk. ERIC Digest.
ED 429 988 (TM)

Appendices

1. Document Resumes for Adjunct ERIC Clearinghouse, ERIC Support Contractor, and ERIC Program Office Publications (Arranged by Component).

    ERIC Processing and Reference Facility (2)

    ED 431 410 — (IR 057 372)
    ED 432 313 — (IR 057 608)

    ACCESS ERIC (1)

    ED 423 886 — (IR 019 119)

    ADJUNCT ERIC CLEARINGHOUSE FOR ESL LITERACY EDUCATION (10)

    ED 421 898 — (FL 801 246)
    ED 421 899 — (FL 801 247)
    ED 421 900 — (FL 801 248)
    ED 423 711 — (FL 801 249)
    ED 424 793 — (FL 801 265)
    ED 427 552 — (FL 801 277)
    ED 427 553 — (FL 801 278)
    ED 427 555 — (FL 801 283)
    ED 427 556 — (FL 801 284)
    ED 427 557 — (FL 801 285)

2. ERIC-at-a-Glance (ERIC system components graphically displayed)
    (ERIC Ready Reference #19)

3. ERIC Clearinghouses (and Other Network Components) (ERIC Ready Reference #6)

4. ERIC Document Reproduction Service (EDRS) — Order Form

ERIC Processing and Reference Facility

ED 431 410 IR 057 372

Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.

ERIC Clearinghouse and Support Contractor Publications, 1997. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1997.

ERIC Processing and Reference Facility, Laurel, MD.; Computer Sciences Corp., Laurel, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.

Pub Date—1998-09-00

Contract—R94002001

Note—111p.; For the 1996 edition, see ED 411 872.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Abstracts, Access to Information, Annotated Bibliographies, *Citations (References), Clearinghouses, Education, Educational Research, *Educational Resources, Federal Programs, Information Services, *Information Sources, Literature Reviews, Publications, Resource Materials, State of the Art Reviews

Identifiers—Educational Information, *ERIC, *ERIC Clearinghouses

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. This 28th bibliography provides citations, abstracts, and indexes for 1997. An introduction describes the ERIC system, Clearinghouse publications, the organization of this bibliography, the availability of Clearinghouse publications, and adjunct Clearinghouses. A statistical summary by year (1968-1997) shows the number of publications included for each Clearinghouse in the series of which this bibliography is the most recent. Two hundred and forty-eight documents are listed, provided from the following Clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. A sample citation is provided immediately preceding the citation section. Three indexes are provided: Subject, Personal Author, and Institution. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone and fax numbers, and brief descriptions of the Clearinghouses' scope areas are also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 432 313 IR 057 608

Brandhorst, Ted, Ed.

ERIC Administrative Bulletin (EAB), August 1993-May 1994.

ERIC Processing and Reference Facility, Laurel, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.

Pub Date—1994-00-00

Contract—RI89002001

Note—353p.; For earlier compilations of the EAB, see ED 288 562 (1976-1987) and ED 352 066 (1988-1993). The EAB was replaced by the "ERIC News" online newsletter of ACCESS ERIC.

Journal Cit—ERIC Administrative Bulletin; v17 n2-v18 n1 Aug 1993-May 1994

Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Reference Materials - General (130)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Clearinghouses, *Databases, Information Dissemination, Information Services, *Information Systems

Identifiers—*ERIC

This document consists of the last two issues of the now discontinued printed "ERIC Administrative Bulletin" (EAB). For nearly twenty years, EAB was the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB was prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. All EAB articles were reviewed and approved by the ERIC Program Office before publication. The EAB was distributed solely within the ERIC system (approximately 20 contractors) and was intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB was also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Major categories for announcements were: Action Items; Network News; Vendor News, International News; Personnel; Clearinghouse Publications; and Meetings Participated In. All new forms and all major reports commonly were included as attachments to EAB issues. (WTB)

ACCESS ERIC

ED 423 886 IR 019 119

Smarte, Lynn

ERIC Annual Report, 1998. Summarizing the Recent Accomplishments of the Educational Resources Information Center.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.

Pub Date—1998-00-00

Note—33p.; Covers 1997. For the prior report, covering 1996, see ED 411 781.

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Information, Annual Reports, Bibliographic Databases, Budgets, *Educational Research, *Educational Resources, Information Dissemination, Information Retrieval, *Information Services, Listservs, Organizational Objectives, Partnerships in Education, Publications, World Wide Web

Identifiers—AskERIC, *ERIC, ERIC Clearinghouses, ERIC Digests, ERIC Document Reproduction Service, Gateway to Educational Materials

The Educational Resources Information Center (ERIC) system consists of a network of 16 subject-specific clearinghouses, several adjunct clearinghouses, and three supporting service components. ERIC is sponsored by the United States Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. For over 30 years, ERIC has been an important component of the national education dissemination system, ensuring that education information reaches those who need it. The ERIC bibliographic database contains over 950,000 records of education-related documents, books, and journal articles. In 1997-1998, electronic delivery of ERIC documents by the ERIC Document Reproduction Servicce (EDRS) moved from the test phase to the operation phase; ERIC added an adjunct clearinghouse and an affiliated clearinghouse; and two special projects went online - the Gateway to Educational Materials catalog, and the Virtual Reference Desk's AskA+ Locator. Highlights, with illustrations, include the ERIC mission, audience and goals; an overview of the ERIC Database, user services, publications, and products; ERIC Clearinghouses' 1997 Bestsellers; internet access; special projects; outreach and training; partnerships; trends; an ERIC system directory; the U.S. Department of Education's Seven Priorities; and the ERIC budget. (DLS)

Adjunct ERIC Clearinghouse for ESL Literacy Education

ED 421 898 FL 801 246

Allender, Susan Chou

Adult ESL Learners with Special Needs: Learning from the Australian Perspective. ERIC Q & A.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-06-00

Contract—RR93002010

Note—6p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Classroom Techniques, Curriculum Design, Educational Background, *Educational Needs, Educational Strategies, *English (Second Language), Foreign Countries, *Illiteracy, *Immigrants, Land Settlement, *Literacy Education, Older Adults, Program Design, Second Language Instruction, Second Language Learning, Student Characteristics, Student Needs

Identifiers—Australia

A discussion of adult learners of English-as-a-Second-Language (ESL) with special needs draws on what has been learned in an Australian program of adult immigrant ESL education and acculturation. It summarizes research undertaken within this program to identify groups of adult learners with special needs and the learning barriers that face them, gives examples of curriculum strategies, classroom practices, and policy initiatives developed to overcome these barriers and improve the effectiveness of learning, and identifies issues still to be resolved. Learner characteristics found to affect the pace and success of formal language learning include these: lack of or limited formal education; no experience of formal learning as adults; disrupted education due to war or other political crisis; first-language functional illiteracy; background in non-roman script language; old age; trauma; and significantly different cultural backgrounds and educational perspectives. Curriculum strategies, classroom practices, program design elements, and policy initiatives to address each of these circumstances are outlined. Issues remaining to be resolved include: measuring instructional effectiveness over time; providing for lifelong learning; providing alternative sin employment; and creating a new paradigm supporting productive diversity. (Contains 29 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 899 FL 801 247

Weinstein, Gail

Family and Intergenerational Literacy in Multilingual Communities. ERIC Q & A.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-06-00
Contract—RR93002010
Note—6p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Community Programs, Cultural Pluralism, Curriculum Design, *Educational Needs, Educational Policy, *Educational Trends, *Family Literacy, Family Programs, Grouping (Instructional Purposes), Instructional Materials, *Intergenerational Programs, *Literacy Education, Program Design, Public Policy, Trend Analysis

A discussion of family and intergenerational programs promoting literacy reviews selected research, current policies, goals, models for program design, and curriculum approaches. Research informing both family and intergenerational literacy programs includes early research on literacy in school-age children and more recently, studies of literacy practices within social and political contexts. Legislative and policy initiatives and privately-sponsored programs have influenced and continue to affect family literacy work. Goals of family and intergenerational programs vary, including: improving school achievement; improving skills, attitudes, values, and behaviors surrounding reading; developing advocacy for schooling; and reconnecting generations in positive ways. Several basic program models are in use, each designed to address the characteristics of participants. Both heterogeneous and homogeneous groupings are used. Curricula and materials used are influenced largely by program goals. Promising trends in family and intergenerational literacy include collaboration between parents and schools to promote more effective programs, efforts to strengthen families and communities, planning and instruction beginning with inquiry into learners' lives, targeting of learner-defined needs, encouragement of intergenerational sharing of knowledge; and fostering of learning among communities among both learners and practitioners. (Contains 34 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 900 FL 801 248

Florez, MaryAnn Cunningham

Adult ESL Literacy Resources in the ERIC System.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002010
Note—5p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Adult Education, Information Retrieval, *Information Services, Information Sources, *Information Systems, *Literacy Education, Online Searching, Reference Materials, Reference Services, *Search Strategies, World Wide Web
Identifiers—*ERIC, ERIC Clearinghouses, National Clearinghouse for ESL Literacy Education

The guide provides a quick reference to the database, services, and additional resources of the ERIC System that may be of use in adult English-as-a-Second-Language (ESL) literacy work. It first explains the role of the National Clearinghouse for ESL Literacy Education, then describes the ERIC database and the kinds of adult ESL literacy materials contained in it, outlines a strategy for planning a database search, lists common descriptors used in the database for adult ESL concepts, and lists points of access to the ERIC system, including electronic mail and World Wide Web addresses, print resources, services for obtaining print copies of materials, and ACCESS ERIC, the agency that coordinates the ERIC system's outreach, dissemination, and marketing functions and provides general reference and referral services. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 711 FL 801 249

Burt, Miriam Keenan, Fran

Trends in Staff Development for Adult ESL Instructors. ERIC Q & A.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-06-00
Contract—RR93002010
Note—6p.
Available from—NCLE, 4646 40th Street NW, Washington, DC 20016-1859.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Learning, Educational Needs, Educational Policy, Educational Trends, *English (Second Language), Enrollment Trends, *Language Teachers, Literacy Education, Public Policy, Second Language Instruction, Second Language Learning, *Staff Development, Trend Analysis

Because of the high and rising numbers of adult students of English as a Second Language (ESL), the need for qualified teachers is strong. Instructors need to know how to work with a learner population that is diverse in race, culture, native language, economic status, motivation, and educational background. They also need to know how adults learn best and how instruction can best facilitate this learning, and in particular, how adults learn a second language. An inquiry-based model for staff development, using systematic, intentional teacher research on school and classroom work addresses a number of professional development concerns for this population. Federal and state initiatives provide some support for staff development programs and resources, a number of states (including California, Illinois, Texas, Massachusetts, and Virginia) have notable programs. Some of the challenges to good staff development are minimal state and local certification requirements, the part-time nature of adult instruction, high staff turnover rates due to working conditions, a limited research base for adult instruction, and limited resources. Promising practices for staff development include distance education and electronic networking. Contains 28 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 424 793 FL 801 265

Research Agenda for Adult ESL.

National Clearinghouse for ESL Literacy Education, Washington, DC.; National Center for the Study of Adult Learning and Literacy, Boston, MA.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Teachers of English to Speakers of Other Languages, Inc., Alexandria, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002010, R309B600023
Note—32p.
Pub Type— ERIC Publications (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Adult Learning, Classroom Techniques, *Educational Policy, *English (Second Language), Inservice Teacher Education, *Instructional Effectiveness, *Language Research, Language Teachers, *Literacy Education, Program Evaluation, Public Policy, Research Needs, Second Language Instruction, Second Language Programs, Staff Development, Student Characteristics, Student Evaluation, Teacher Education, Teaching Methods

The research agenda for English-as-a-Second-Language (ESL) teaching and learning summarizes issues identified for further study by ESL professionals over the period of 1996-1998. The document is designed to provide funding agencies with clear priorities for research suggested by leaders in the field, provide researchers with support for proposing specific projects, and provide a focus for discussion about improvement of ESL programs. Recommendations are made for research and development in the areas of: adult ESL learners; program design, instructional content, and practices; teacher preparation and staff development; assessment and outcomes; policy; and priority issues. In each area but the last, five to ten specific research questions are presented. Contains 32 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 427 552 FL 801 277

Florez, MaryAnn Cunningham

Current Concepts and Terms in Adult ESL. ERIC Q & A.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-11-00
Contract—RR93002010
Note—6p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Action Research, *Adult Education, Cognitive Style, Computer Assisted Instruction, Definitions, *Educational Trends, *English (Second Language), Evaluation Methods, Family Programs, Identification (Psychology), Intergenerational Programs, Job Skills, Labor Force Development, Literacy Education, Multiple Intelligences, Reflective Teaching, Second Language Instruction, Vocational Education

Terms and concepts currently in use in adult English-as-a-Second-Language (ESL) instruction are defined and explained. They include: authentic or alternative assessment; computer-assisted language learning; critical literacy theory; family and intergenerational literacy; multiple intelligences and learning styles; practitioner inquiry, reflective teaching, and action research; project-based education; social identity; and workforce training, employability skills instruction, and SCANS (Secretary's Commission on Achieving Necessary Skills). In each case, the scope of the term is specified and references to current literature are made. The SCANS skills are summarized. Contains 25 references. (MSE)

ED 427 553 FL 801 278

Florez, MaryAnn Cunningham

Improving Adult ESL Learners' Pronunciation Skills. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Educati
Washington, DC.
Spons Agency—Office of Educational Resear
and Improvement (ED), Washington, DC.

Report No. —EDO-LE-98-04
Pub Date—1998-12-00
Contract—RR93002010
Note—4p.
Available from—NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700, ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Communicative Competence (Languages), *English (Second Language), Language Skills, *Pronunciation, *Pronunciation Instruction, Second Language Learning
Identifiers—ERIC Digests

This digest reviews the current status of pronunciation instruction in adult English-as-a-Second-Language (ESL) classes. The current focus on communicative approaches to ESL instruction and the concern for building teamwork and communication skills in an increasingly diverse workplace are renewing interest in the role that pronunciation plays in adults' overall communicative competence. As a result, pronunciation is emerging from its often marginalized place in adult ESL instruction. Separate sections of the Digest highlight the history of pronunciation instruction, factors influencing pronunciation mastery, language features involved in pronunciation, incorporating pronunciation in the curriculum, and incorporating pronunciation in instruction. (Contains 8 references.) (Author/JL)

ED 427 555 FL 801 283

Silc, Kathleen Flannery

Using the World Wide Web with Adult ESL Learners. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-LE-98-05
Pub Date—1998-12-00
Contract—RR93002010
Note—4p.
Available from—NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700, ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Students, Class Activities, Classroom Techniques, *English (Second Language), Lesson Plans, Literacy Education, Second Language Instruction, Skill Development, *World Wide Web
Identifiers—ERIC Digests

This digest presents reasons for using World Wide Web activities in adult English-as-a-Second-Language (ESL) instruction. It addresses the issue of preparing learners to use the Web and suggests activities that focus on authentic learning experiences to enhance skills. Discussion is centered in skills developed through the World Wide Web, preparing learners for searching the World Wide Web, a procedure for a Web-based ESL lesson, and a sample lesson: 'Monitoring the Weather.' (Contains 8 references.) (Author/JL)

ED 427 556 FL 801 284

Moss, Donna Van Duzer, Carol

Project-Based Learning for Adult English Language Learners. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-LE-98-07
Pub Date—1998-12-00
Contract—RR93002010
Note—4p.
Available from—NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700, ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adults, *English (Second Language), Language Proficiency, Second Language Instruction, Second Language Learning, *Student Projects, *Teaching Methods
Identifiers—ERIC Digests

Project-based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. For example, learners may research adult education resources in their community and create a handbook to share with other language learners in their program, or they might interview local employers and then create a bar graph mapping the employers responses to questions about qualities they look for in employees. This digest provides a rationale for using project-based learning with adult English language learners, describes the process, and gives examples of how the staff of an adult English-as-a-Second-Language program have used project-based learning with adult learners at varying levels of English proficiency. (Author/JL)

ED 427 557 FL 801 285

Smallwood, Betty Ansin

Using Multicultural Children's Literature in Adult ESL Classes. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-LE-98-06
Pub Date—1998-12-00
Contract—RR93002010
Note—4p.
Available from—NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700, ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Students, *Childrens Literature, *Classroom Techniques, *Cultural Pluralism, *English (Second Language), *Instructional Materials, Language Proficiency, Second Language Instruction
Identifiers—ERIC Digests, *Multicultural Literature

This digest focuses on the use of children's literature in adult English-as-a-Second-Language (ESL) instruction. Because high quality children's literature is characterized by an economy of words, stunning illustrations, captivating and quickly moving plots, and universal themes, carefully chosen books can offer educational benefits for adult ESL learners. Separate sections of the digest highlight the following: book selection criteria, literature-based teaching strategies, and extension activities. Also included is an annotated book list for five English proficiency levels. (Author/JL)

ERIC NETWORK COMPONENTS

There are currently sixteen (16) ERIC Clearinghouses, each responsible for a major area of the field of education. Clearinghouses acquire, select, catalog, abstract, and index the documents announced in *Resources in Education* (RIE). They also prepare interpretive summaries and annotated bibliographies dealing with high interest topics and based on the documents analyzed for RIE. These information analysis products are also announced in RIE.

ERIC Clearinghouses:

Adult, Career, and Vocational Education (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Tel.: 614-292-7069, 800-848-4815; FAX: 614-292-1260

Assessment and Evaluation (TM)
University of Maryland, College Park
1129 Shriver Lab
College Park, Maryland 20742-5701
Tel.: 301-405-7449, 800-464-3742; FAX: 301-405-8134

Community Colleges (JC)
University of California at Los Angeles (UCLA)
3051 Moore Hall
P.O. Box 951521
Los Angeles, California 90095-1524
Tel.: 310-825-3931, 800-832-8256; FAX: 310-206-8095

Counseling and Student Services (CG)
University of North Carolina at Greensboro
School of Education
201 Ferguson, P.O. Box 26171
Greensboro, North Carolina 27402-6171
Tel.: 336-334-4114, 800-414-9769; FAX: 336-334-4116

Disabilities and Gifted Education (EC)
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 20191-1589
Tel.: 703-264-9474, 800-328-0272; FAX: 703-620-2521

Educational Management (EA)
University of Oregon (Dept. 5207)
1787 Agate Street
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(OVER)

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Shipping Rates Chart - Standard Service

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$125.01—$150.00	$7.65	$54.60	$12.51—$14.75	$2.60	$3.65
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$175.01—$200.00	$8.80	$71.00	$17.26—$19.50	$4.10	$5.00
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$225.01—$250.00	$11.65	$81.90	Over $25.00	Please use Domestic PC and Mixed MF/PC Orders Shipping Rates Chart at left, starting with $25.01	
$250.01—$275.00	$13.80	$87.35			
$275.01—$300.00	$16.10	$92.80			
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